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A STUDY OF HIGH SCHOOL DROPOUTS IN ALBERTA

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A study made for the RESEARCH DIVISION of the ALBERTA DEPARTMENT OF YOUTH

- September, 1968 -

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Introduction

This study was financed by the Province of Alberta, Department of Youth, in order to gain a clear understanding of: (1) how many youth are leaving school each year for purposes other than graduation or geographical mobility, (2) what services these school-leaving youth need to help them in making the school-community transition, and (3) what special service both school-leaving and non-school leaving youth in this province need which are not being provided by any governmental or private agency or institution.

This study in no way attempts to evaluate the effectiveness of schools in Alberta, nor should it be construed to be either critical or laudatory of any school system. The schools, of necessity, abdicate programing for youth who leave the school, and at the present time there are few if any programs designed specifically with the consequences of school-leaving in mind.

I should specifically like to thank: Frank Church, Director of Special Education, and Jack O'Flarhty, Assistant Director of Counseling, for their suggestions and advice in the early stages of this research; Jack Reid, and Verna Schaffenberger of the Office of Information and Testing, whose co-operation and support were crucial to the study and freely given; and to the staff of that office who's efforts in obtaining and coding the data were efficient and rapid.

A special word of thanks to C. L. Usher and Charles Hobart, Ph.D., for their support, encouragement, and help in conducting this study. Also, Mr. Spencer Scragg made a most significant contribution to this study in all areas: research design, coding of variables, data analysis and interpretation. And not least, though last, those young men and women throughout Alberta who contributed their time and efforts in supplying the information upon which this report is based, particularly Russell Banta,

James Letersky and Michael Malinich, whose work in this study was far in excess of that demanded by their slight compensation.

PART I

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary and Conclusion

This study was concerned with the analysis of educational attainment of youth in Alberta, and the relationship of such attainment to subsequent life roles, and personal feelings of success or failure within those roles. The first objective through the unfailing cooperation of the Department of Education was sufficiently accomplished. However, under-representation in questionnaire responses from drop-outs made the attempt to relate school achievement to subsequent behavior, success, and satisfaction of questionable validity. What did come from the questionnaires analysis was a first step toward describing some problem areas for some youth in Alberta, albeit the youth who are most advantaged.

The findings of the study are summarized briefly below.

Research Design

A random sample of 1,049 students was selected from a total listing (N = 25,225) of all students enrolled for the ninth grade of any public or separate school in Alberta in September, 1963. Measures relevant to the ability and performance of each subject in the sample were obtained from the Provincial Records Office, as well as information on how far the student went in school, various ratings by teachers, the sex of each subject, etc.

In an attempt to obtain both additional information regarding the subject, e.g. social class, parent's occupation, etc., and information regarding what the subject had achieved some four and one half years after entering grade nine, a questionnaire was mailed to each sample member together with a pre-addressed, stamped envelope for ease of return.

Other efforts were made to obtain data on groups which might stand in special relationship to the schools and hence their communities by intensive personal structured interviews with purposely selected members of such groups (i.e., Indian drop-outs, middle-class drop-outs, etc.).

These data were coded, punched and then analyzed by the Cross-Tabulation procedures and by Correlation and Factor Analysis procedures.

The chief weaknesses of this research design, and possible mitigations of these weaknesses are briefly listed below followed by short comments on the strengths of the design as compared to alternatives.

(1) Students leaving school prior to 9th grade enrollment were totally omitted from the sample. Although an estimate of this figure was derived from the Annual Report of the Department of Education, relevant information on such students was unobtainable.

(2) The bias in questionnaire returns made it impossible to directly assess the relationship between school related variables and data obtained from the questionnaires. Drop-outs were grossly under-represented in the responses, and there is reason to believe only the more "successful" drop-outs returned the questionnaire. This problem was not solved, but somewhat mitigated by cautious interpretations of findings and using much of the questionnaire data as descriptive information.

(3) School program and policy have changed somewhat since 1963; most notably the school-leaving age was raised from 15 to 16 years of age and efforts to enroll in high school those doing poorly on the ninth grade exam have been increased--most notably the introduction of vocational training programs. The possible effect of the latter is discussed in the body of this report. However, note that the conclusion reached in the 1968 Annual Report - Alberta Department of Education is that raising the school-leaving age will not increase retention rates.

(4) The primary advantages of the design was that it:

(a) allowed for a random sample, so that the results are generalizable to the total population.

(b) provided enough time to allow students who graduated four years after entering ninth grade to graduate and obtain employment enroll for more schooling, or drop out.

Principle Findings

A. The central finding of this study is that only 50%

to 55% of the students who enrolled in the ninth grade will ever graduate. Subtracting from this the 5% to 8% who drop out prior to the ninth grade, one would assess the chances of graduating of the average grade-school student at about 50-50. If the ninth grader is a girl from a higher social class, who is "bright" and works hard, the chances are very much better although these few variables only account for 50% of the differences between drop-outs and graduates.

B. The second important finding of this study is that the Alberta school system remains highly selective in its effectiveness and is not, in and of itself, offering much to male students.

(1) Selectivity - The most important determinate, not only in terms of who graduates and who doesn't, but also in terms of who obtains vocational training beyond the high school level or training in a university or college, is the ninth grade exam score. This score clearly is the most crucial of all the independent variables studied. Ability, sex, and social class, also are important, but not in such a clear and consistent way as the ninth grade examination marks.

(2) Males - Only 29.3% of all males in the sample in contrast to 48.3% of females graduated from high school four years after entering ninth grade. Although this percentage will ultimately be raised by some of those in four and five year high school programs, 21.8% of the male sample, the essential fact remains that males do not flourish in the high school. It must also be stressed that males who do graduate obtain matriculation diplomas more frequently than females, and this, combined with other indices--males graduation is significantly more associated with ability, achievement and social class than females--indicates that the school is particularly ineffective with males of low and low average ability.

It is worth emphasizing that while girls of average and low ability tend to switch to a general course; boys tend to drop out. A general diploma is not as common for males as females, and the vocational pattern of high school courses has the highest attrition rate of the four possible patterns.

C. Next to ability (SCAT) and performance (Ninth Grade Exams Scores), social class is the strongest predictor of how far one will go in school. For males the father's mean level of education completed was 9.9 years. Analyzing the results for males in our sample, one is not struck by any large advancement over that figure, although some gain is apparent. Since the total drop-out rate is high, and that of males particularly so, and since social class of a family is primarily fixed by the husband-father, it does not seem that the Alberta Educational system is providing a broad avenue of upward social mobility. Although further analysis of these factors is necessary, there is little reason in contemporary Alberta to negate John Porter's assessment of Canadian Education as not providing enough opportunity for upward social mobility.

D. Community Needs of Young People - There is a strong and consistent statement by the respondents that their communities need more recreation centres, more teen-related and exclusively teen activities, more teenage meeting places, and more access to counselling regarding the personal and unique problems associated with adolescence. However, the majority of respondents felt that the most needed thing which could be provided for them in their communities was help in obtaining jobs, and more jobs for teenagers.

E. Success - This goal means many different things to youth in Alberta - ranging from having "money and security" to "self-actualization" - finding meaning and purpose, and one might presume

"identity". Surprisingly perhaps, the highest proportion of respondents, 25%, chose "self-actualization", in contrast to "good job" (15.1%), "education" (15%), "money and security" (11%), etc. The average respondent felt relatively successful, but this tended to vary directly with job satisfaction.

F. Work - For those working full time, the average salary per month was approximately $250.00, with males having a significantly higher monthly income --$300.00 per month--and females significantly lower--$200.00 per month.

Fourty-four of the 373 respondents who were not students indicated that they would like to work but were currently unemployed, usually because they couldn't find a job. At least 17 of these 44 persons had completed the twelfth grade. In addition, 30 respondents reported only working at part-time jobs.

G. Lower Class Youth and Youth of Native Ancestry

Little light is shed upon the unique problems of these groups by this study. From other reliable sources extant evidence was garnered of the extemely high rates of non-graduation among Indian and Metis youth in Alberta.[1] The interviews did little more than confirm the bleakness of the situation.

[1] Cf., A. D. Fisher, op cit., K & J Hatt, op cit.

Implications For Research And Action

A. Research

One major issue which is not clarified by this research bears further investigation. The major unresolved issue is: what relationship does dropping out of school have to employment, especially for the early drop-out (ninth grade or less completed)? There is a trend in the data gathered for this study that the more credits one has in high school, the more money he will make, the more successful he will feel as a person, the more satisfied he will be in his job, the more he will desire a better job and believe that he can obtain it, etc. However, this trend is strong only for those in the mid-ranges on the independent variables--4th to 7th stanine on Ninth Grade Exam, etc., and tends to reverse itself at the extremes. Because of the very small proportion of youth who returned the questionnaire performed poorly on these tests, or rated low on various indices such as the Blishen Scale, the Developmental Rating, and so on, it has not been possible to determine adequately the relationship between school-leaving and employment, success/failure, vocational training, etc. Adequate further research in this area will require contacting early drop-out subjects in person, and interviewing them since the present research has shown clearly that they cannot be counted on to return mailed questionnaires.

It has also not been possible to ascertain clearly how the early drop-out, with scholastic and school difficulties, differs in needs, wants, concerns, and values (if at all) from his more "favored" counterpart. Again, an interview study procedure is called for.

Although this researcher is of the opinion that the early drop-outs are experiencing serious difficulty in reaching their own life

goals - not the absolute goals of the middle-class - and that their problems will be significantly compounded during the next ten to fifteen years, there is no definitive evidence for such a statement in the data analyzed in this study.

It is recommended that further research be done, with emphasis being placed on talking with and to drop-outs, in order to come to know and understand them. A mail survey research approach such as the one used here is probably not effective with persons who experience difficulty with school work as it demands some school-like skills, and it is notoriously ineffective with economically and socially disadvantaged persons.

A continuation of the interviews begun here would be profitable.

A final area of needed research would investigate why the drop-out rate for youth enrolled in vocational training programs is so high (71%). Some studies made in the U.S. indicate that the drop-out rate for those in vocational training programs is consistently higher than for those in the academic program even within the same neighborhoods. Research into this area would focus on the youth's experiencing of his vocational training program, the factors involved in deciding to enter vocational education and then his reasons for dropping out, etc. A control group could be easily obtained matched with the vocational education group on the significant variables indicated above. Then some difference in the youth himself, the program itself, or a mixture of both might become apparent to explain the differential rate of school-leaving.

Implications for Action

In this section the researcher seeks to formulate what are, in his mind, the crucial needs of youth in Alberta at the present time; as these are indicated by the study. Then the attempt is made to

suggest possible approaches to meeting these needs which are based on the research findings.

Critical Needs of Youth

1. The low ability and low average ability male student needs an increased range of alternatives in terms of educational and vocational opportunities.

This is not to imply that merely adding vocational training programs to high school curricula is a panacea, or even necessary at this point. As has been so well evidenced by the United States "War on Poverty", increasing opportunity is an amorphous and ill-defined operation. In the context of the school, it might well be discovered that males drop out not because there is no vocational training, but for various other reasons, such as:

(a) The entire school is seen as a "feminine operation" -- men don't belong!

(b) Vocational training lacks prestige and status within the larger social system of the school, and enrolling in it poses serious threats to one's self-esteem.

(c) Males who score low on tests might not necessarily want to be tradesmen, craftsmen, etc. Perhaps they wish to be salesmen, beauticians, or even poets, for which courses in art and social science could be meaningful.

(d) Perhaps students who are expected to take vocational courses see their opportunities as being limited, rather than increased, by becoming part of the vocational program.

One attack on the problem might be an experimental joint program by the Departments of Youth and Education for selected ninth graders combining research and action in such a way that new approaches are introduced into the school, co-ordinated in the community, and provide meaningful research evidence about how and why such youth stay in school or leave. Such things as cooperative education programs; intensified, meaningful remediation work; group, individual, family and parental counselling; part-time job placement; summer jobs, etc., may all be part of what is needed to increase "opportunity" for any particular youth.

2. Youth in Alberta Need Jobs - The Department of Youth is ideally located both structurally and administratively to launch new programs for youth employment. So far, there have been no significant developments in the private and/or public sectors to absorb the ever-increasing numbers of potential youthful workers.

One new idea which might bear investigation would be a "Shares in Youth Project". The Department of Youth would sell shares at $1.00 each to private citizens, businesses, corporations, etc., which would give them an opportunity to individually do something about "the youth problem". The Department would then find worthwhile community projects which needed doing and hire youth who can't find work to "beautify Alberta", visit hospitals, etc. A program of selection, counselling and job supervision could be worked out using youth in all of these capacities. Co-ordinated with Canada Manpower, projects could be selected to teach youth skills for which there is a demand, and when the youth is "ready", he would be referred to Manpower for placement on a permanent basis. Variations would be necessary for each youth, seasonal fluctuation, personnel and staffing problems, etc. Once again meaningful research could provide insight into the complex and difficult problem of preparing youth for work within the context of developing their individual freedoms.

3. Youth in Alberta Need Activities in Which They Have Decision Making Roles - Alberta youth are not now very much involved in many programs which exist in the community, such as community leagues, civic centres, church programs, school programs (after school hours), etc. These same youth are committed to life goals which include self-actualization, meaning, participation, purpose. Thus, it seems that any effort to provide a service to them will not meet their basic desires, for it must be their program, it must provide some beginnings of real participation, real decision making, around concerns which can serve as a basis of meaning in their lives. Hence, the Department of Youth should seek to promote teen activities which are conducted by teens, in which they make their own decisions and exercise their own intellect, even if the decisions seem to be poor ones, and the intellect not too swift.

PART II

BACKGROUND OF STUDY AND RESEARCH DESIGN

The rapid technological advancement and concurrent changes in the social and economic fabric of Canadian Society pose an enormous challenge to the education systems of each Province. Such rapid social change as this country is undergoing calls upon these establishments to educate proportionately more of the population to a higher level of competence, during a period of time when the target population of this undertaking is increasing dramatically. It has been demonstrated that the economic prosperity of nations is becoming increasingly dependent on the levels of education of their people. (Halsey, Fleud and Anderson, Education, Economy and Society). John Porter's already classic study of Canadian Society indicts the schools for failure to (1) meet the needs of the society by not providing enough skilled workers, technicians, and professionally trained persons to promote and sustain economic growth and prosperity, and (2) meet the aspiration of lower class youth by not providing training to take advantage of opportunities for upward social mobility - especially the failure to adequately meet the needs of lower and working class minority groups for this mobility. Porter's analysis was based on gross data compiled by the Dominion Bureau of Statistics, and is subject to some criticism on this count. (However, his data shows that Alberta was exceeded by only British Columbia in the percentage of school age children in school).

This study will, in some ways, test what Porter has assumed, and pay particular attention to some specific areas of concern which he omitted. However, this study seeks generally to raise the same questions asked by Porter, as these relate specifically to Alberta: to what extent are the majority of Alberta's youth obtaining sufficient education to prepare

them to compete in the employment market, and to what extent is this attainment related to the social class background of the youth. But the interest of the Department of Youth is not in indicting the educational system (as did Porter), but in assessing the need for the creation of alternative routes of access to employment and training. It is also interested in obtaining some indication of what alternative routes would be most desirable. Also important is the relationship which these youth perceive between education and non-economic motivations such as the clarification of experience, purpose or meaning in life, success, happiness, etc. And finally, this study is concerned with the extent to which youth, both high school graduates and non-graduates, express satisfaction, or dis-satisfaction, with their current opportunities in the community. This includes their perception of what is needed in the community in order to help them achieve their goals, as well as a factual account of the extent to which they are currently involved in various youth oriented community activities, i.e., community centres, recreation programs, 4-H, organized sports, etc.

These latter areas are of special interest to the Youth Department for these specify what problems youth in Alberta are experiencing and give strong indications of what the Department might do to help alleviate these problems.

Research Design

A longitudinal design was employed in this study, for it allows an assessment of both the rate of drop-outs by grade in school and the possibility of noting the consequences of dropping out on opportunity and performance in the community for some period of time after leaving school. Youth identified for study were those enrolled in the ninth grade

in an Alberta Junior High School in the fall of 1963. This student population made it possible to assess how many students from this class left school prior to their expected year of graduation - Spring, 1967: when they left school, and how many were still enrolled in school in a four or five year high school program.

Sample:

The sample of 1,049 students was selected from the list of all ninth grade students in Alberta in the Fall of 1963 by designating every twenty-fifth student for inclusion in the study from among the 25,225 names which comprised the list. Such a list is maintained by the Provincial Department of Education, Office of Information and Testing for the ninth grade enrollment for each year over the past several years, and is the only listing available in the Province which includes all students enrolled in any grade at any point in time. Hence, this list is the only source available in the Province from which to obtain a random sample of students.

Source of Data

Four separate sources were used in order to obtain three different types of information about school drop-outs in this Province. First, from the official records maintained by the Provincial Department of Education, all relevant available information was obtained for each student selected for study. These data were coded directly from the official records of each youth by the professional and clerical staff of the Office of Information and Testing, after regular hours and on week-ends, in January and February, 1968.

Second, additional information was obtained by mailing a questionnaire to each of the 1,049 students selected for study for whom a valid address was available (983 of the 1,049). Each subject was mailed

a questionnaire with an introductory letter and a return addressed and stamped envelope during the last week of February, 1968. Those who had not returned the questionnaire by mid-March were mailed another letter reminding them of our need for their co-operation. During the last few days in March, each of those students who had not yet responded were again mailed a questionnaire with another stamped and return addressed envelope, along with another letter once again reminding them of the importance of the study and our need for their help.

Thirdly, twenty-six youth who had dropped out of school were interviewed by means of a structured questionnaire. This was a detailed schedule which required two hours on the average to complete. A group discussion regarding "dropping-out" was also held with a group of young "hippie" type youth living in Edmonton. This discussion centered on reasons for leaving school and perceptions of the consequences of school-leaving for their success or failure as persons in the community. This discussion was tape-recorded and subsequently analyzed for comments bearing on school-leaving and its impact on community involvement and performance.

And finally, the extant literature dealing with the rate of drop-outs in Alberta during the time period under study was partially reviewed. Especially relevant here were the works of Anthony Fisher, whose article in the Alberta Journal of Educational Research indicates that the majority of Indian youth in Alberta leave school prior to the ninth grade, and Fred K. Hatt's research dealing with the Metis youth pointing to the same conditions. This research is included for it indicates that many youth who are noted to be in most need of special help were totally omitted from this study since the sample included only those youth who had at least entered grade nine. Very many native youngsters drop out prior to that level. Hopefully, these studies will offset this limitation in the research design.

Definition of Terms and Variables

Drop-out - Herein used to denote any youth who was enrolled in a ninth grade of an Alberta Junior/Senior High School in the Fall of 1963 and had not received a diploma in Alberta by February, 1968.

Continuing Education - This refers to any youth in the sample who was enrolled in an Alberta High School after the summer of 1967. It is roughly equivalent to those who are in a four or five year program, except that: some designated as in continuing education are enrolled full-time and some part-time, some have already graduated and some had not, some would graduate through this program, and others would change their diploma from "general" to "matriculation", while the drop-out status of others would be unaffected.

Matriculation/General Diplomas - A matriculation diploma refers to the certificate awarded by the Provincial Department of Education which indicates that the student has completed a college preparatory program. Such standing is required for admission to a Provincial College or University, and for many of the technical programs of the Institutes of Technology. A general diploma is awarded to students who meet the requirements of the Provincial Department of Education for graduation from high school, but not for college admission.

The three terms defined above constitute the "dependent variables" first part of the study; that is, they are the states or conditions which are to be explained by other states or conditions which come both logically and existentially prior to these. Those variables which are to explain the dependent one are independent variables. The independent variables for the first part of this study are:

1. Sex : Whether the subject chosen for study was male or female. This variable was included in order to assess the relative performance in school of males and females.

2. Geographical Area: Students whose ninth grade enrollment was in a consolidated school district, a municipal or county school system, or a special school division were classified as rural, which obviously includes rural and semi-rural areas. Students enrolled in schools within an independent school district, such as Calgary, were classified as urban.

3. Ninth Grade Repeater: Students who were enrolled in the ninth grade for the second time were distinguished from those who had not been enrolled in the ninth grade before.

4. Ninth Grade Attendance: The number of days attended in the ninth grade was recorded for each student in the sample.

5. SCAT Scores: The score obtained on a Scholastic Aptitude Test administered to all ninth grade students in the province. The scores were recorded as percentiles, from 0 to 99.

6. Health and Personal Development Rating: Each student is rated in the ninth grade on the basis of his adjustment to the school. These ratings are on the basis of three categories; very satisfactory, satisfactory, and unsatisfactory.

7. Student Achievement Rating: Each student was rated in the ninth grade on the basis of his academic performance, ranging from honors to fail.

8. Stanine on Ninth Grade Exam: The scores which each student made on Province-wide examinations administered by the Department of Education to all ninth grade students were recorded in terms of their stanine ranks, from 1 through 9.

9. Tenth Grade Program: For all students obtaining credits in the tenth grade, the sequence of courses in which they were enrolled was analyzed in order to place them in the proper course pattern - according to their major areas of emphasis. Four patterns were discerned - a general program, a matriculation program, a business/clerical pattern, and a vocational pattern.

10. Number of High School Credits: The total number of credits which each student obtained through completed work in an Alberta high school was recorded. One-hundred credits are necessary for graduation, but do not insure graduation unless they are obtained in the correct sequence of courses and the student passes the Departmental Examinations at the twelfth grade level.

Analysis of Data

The relationship of each independent variable to the dependent variables was evaluated by using a cross-tabulation analysis at the Provincial Data Centre. The Chi-square statistical test was used to establish the significance of difference of the relationship between each independent variable and each dependent variable. Additional analysis of the relationship between the independent variables and the dependent variables, and the relationship among the independent variables was carried out. These relationships were analyzed by using the programs for simple correlation and factor analysis available in the Educational Research Institute, Faculty of Education, University of Alberta.

Definition of Terms and Variables

The original sample of 1,049 students is sub-divided here on the basis of those who completed and returned the questionnaire and those who did not. These two groups are compared on each of the independent variables used to describe the total sample in order to determine a possible bias in the group returning the questionnaire which would reduce the validity of the information garnered from this source.

Data obtained from the questionnaire are divided into three types: independent variables, dependent variables and descriptive variables.

Independent Variables

All variables - both independent and dependent - from the previous analysis are classified as independent variables for the remainder of the study. Additional independent variables were obtained from the questionnaire because it yielded data which was not available from school records.

1. Last grade in school for father and mother - this information was obtained to allow comparison between the students last grade in school and that of his parents.
2. Occupation of parent - this was obtained in order to allow a rough placement in a social class category, using Blishen's Scale of seven classes based on income and prestige of occupation in Canada.

Dependent Variables

1. Employment - Information relevant to the employment history of each respondent was obtained, consisting of: number of weeks worked during past year; monthly income from present job; work status: working full-time, part-time, or unemployed and looking for work; and subjective accounts of satisfaction

with present job, including chances for promotion, chances of being fired, desire for better job and the perception of one's opportunity to obtain a better job. These subjective aspects of work were measured by a scale on which the respondent was asked to rank his job, opportunities for promotion, etc., from 1 to 5 (5 being high and 1 low). Additionally, each respondent was placed in a social class category on the basis of his occupation at the time he completed the questionnaire.

2. Definition of Success and Failure - Each respondent was asked to define the "best life" for himself - what would his life be like if he were a success, and similarly asked to define failure. The responses given were content analyzed and grouped for analysis.

3. Perception of Current Success - Each respondent was then asked to rate where he stood on a nine point scale (1 - low, 9 - high) in terms of his own success goals, as he defined them. He was also asked to rank in a similar manner where he stood two years ago, where he hoped to be in two years, and where he probably would be in two years.

4. Post High School Training - Both full and part-time attendance at an academic or vocational/technical institution.

5. Unemployed - Those who were unemployed were identified and they were asked the reasons why they were not working.

Descriptive Variables

These variables primarily describe the respondents in terms of how involved they are in the local community, how much help they receive through community resources, how they spend their leisure time, how they

would like to spend their leisure time, how they attempt to find jobs, counselling and training.

1. Marital Status of Respondent - whether subject is married, single, divorced or separated.
2. Residence - where the subject was living, and with whom, at the time the questionnaire was completed.
3. Job Seeking - Information regarding how the respondent normally attempts to find employment.
4. Leisure Time - The amount of leisure time per week day and on weekends, how such leisure time is spent, and where one is most likely to be found during such leisure time.
5. Counselling - several questions were included to discover how many of the respondents had felt a need for counselling during the period of time since they had left school, and whether or not such counselling was found when needed.
6. Community Needs - Each student was asked what things, if any, he felt were most needed in his community, especially in terms of facilitating the attainment of success as he defined it.

Analysis of Data: Part II

Once again the dependent and independent variables were compared to establish differences in the former which could be accounted for by differences in the latter by the cross-tabulation analysis at the Provincial Data Centre and some 29 of these variables were further analyzed by using simple correlation and factor analysis techniques in order to further refine and clarify the relationships among the many variables under study.

PART III

AN ASSESSMENT OF THE RATE OF DROPOUTS FROM ALBERTA SCHOOLS AND CHARACTERISTICS OF DROPOUTS VS. GRADUATES

In order to present the most complete picture possible of the rate of drop-out in Alberta, several categories pertaining to the student's educational achievement have been employed. For those who have graduated, the students receiving a matriculation diploma are distinguished from those receiving a general diploma, and for those not graduating, those still enrolled in High School are distinguished from those who left school and are not enrolled in continuing education in any school in Alberta.[1]

Table 3-1 presents the number and percentages of students in the sample of 1,049 who fall into each of these categories.

Table 3-1

Educational Outcome by Frequency and Percent: (N-1,049)

	Diploma		Possible	Definite Drop-out			
	Matriculation	General	Graduate*	Last Grade in School			
				9	10	11	12
N	131	276	121	189	37	162	129
%	12.6%	26.3%	11.5%	18.2%	3.5%	15.5%	12.1%

* Are enrolled in continuing education and have accumulated at least 70 high school credits.

From table 3-1 it can be seen that of the 1,049 students identified for study as having been enrolled in the 9th grade of an Alberta School in the fall of 1963, 407 had received a diploma by January, 1968 (38.9%), while 638 had not received a diploma by that time (61.1%).

1. In Appendix B is found a discussion presenting estimates of the numbers and graduation status of students in the sample who left the province.

However, 11.5% of the sample had accumulated at least 70 hours of credit and were still enrolled in an Alberta school, indicating that the highest possible percentage of graduates would be 50.4% and correspondingly the lowest possible percentage of drop-out for those identified in this sample would be 49.6%. It should be further stressed that the "last grade in school" indicated in Table 3-1 refers to the last grade attempted, but not completed. Consequently, it shows that 37.2% of this sample quit school with a completed tenth grade education or less, while an additional 12.1% had completed the eleventh grade, but not the twelveth at the time they discontinued their education.

Analysis of Data by Cross Tabulation Procedures:

Eleven of the twelve independent variables selected for study significantly distinguished those who graduated from high school from those who did not (Chi-square significant at .05 or less). These same eleven variables distinguished those drop-outs who did not enroll in continuing education. For those who did graduate, six variables distinguished those receiving a matriculation diploma from those receiving a general diploma, while six did not.

Age: The drop-outs were definitely older in the ninth grade than those who proceed through to graduation (mean ages 14.3 years and 13.8 years, respectively) and those in continuing education were younger in the ninth grade than those who are not. The person who is older in the ninth grade tends to drop out of school sooner and does not attempt to complete his diploma through continuing education. For those older youth who do proceed to graduation, it is much likely that they will receive a general diploma rather than a matriculation one.

Sex: It is almost twice as likely that a girl will graduate as a boy (48.3% of the girls as compared to 29.5% of the boys). However, when failing to graduate, it is much more likely that the boys will attempt graduation through continuing education than the girls.

For boys who do graduate, it is more likely that they will receive a

matriculation diploma than will girls, although it is more likely for both sexes that a general diploma will be received rather than matriculation.

Geographical Area: Whether one attends school in an urban or rural area makes no difference in terms of drop-out rates, continuing education rates, or type of diploma received.

Repeating Ninth Grade: Only nine of the 105 ninth grade repeaters in this sample graduated, while 16 were enrolled in continuing education. Repeating the ninth grade significantly was associated with dropping out and with receiving a general rather than matriculation diploma if graduating.

Attendance: Youth who were classified as drop-outs in this study had significantly poorer attendance during the ninth grade than did the graduates, and those receiving a general diploma had poorer attendance than those earning their matriculation. The ninth grade attendance for those enrolled in continuing education was significantly better than for those drop-outs who were not enrolled in continuing education.

Scholastic Aptitude Test Scores: The drop-outs scored significantly lower on this test than did the graduates, those not in continuing education significantly lower than those in continuing education, and those receiving a general diploma significantly lower than those receiving matriculation.

Personal Development and Achievement Ratings: Those obtaining matriculation were rated by their teachers in the ninth grade as both better citizens than those ultimately receiving a general diploma; those receiving a general diploma were rated higher than those who dropped out and were enrolled in continuing education, who were in turn rated more highly than those who dropped out and were not enrolled in continuing education. The teachers rating of a student's adjustment as very satisfactory is as good a predictor of matriculation in three years as is an unsatisfactory rating predictive that a student will drop out and not attempt graduation through continuing education.

Ninth Grade Departmental Examination Scores: Expectedly, the drop-outs recorded a significantly poorer performance on this exam than the graduates, and the general diploma holders performed more poorly than did the matriculants. However, those who performed poorly or above average on this exam are under-represented in the continuing education enrollment, while those who placed in the mid-range (4th through 7th stanines) constitute 83.3% of those enrolled in continuing education.

In comparison to the SCAT scores, the 9th grade departmental marks are more predictive of graduation. Twenty-seven percent of those in the highest ten percentile range on the SCAT failed to graduate, while only 13% of those in the highest stanine failed to graduate.

Tenth Grade Program: The students in the vocational pattern in high school showed the highest rate of drop-outs (77.9%), closely followed by students in the general pattern (70.1%). The students enrolled in the business pattern showed 58.3%, but this was influenced by the high proportion of female students in this program. The drop-out rate for those in the matriculation program was 37.3%, although the majority of those in the matriculation program in the tenth grade who did graduate received a general diploma, rather than matriculation.

Total High School Credits: Most drop-outs in the sample either had no high school credits or have completed the 10th, but not the eleventh grade.

SUMMARY

Only the rough distinction made between urban students and rural students failed to distinguish the drop-outs from the graduate in the sense that the graduates scored higher or performed better on all of the independent variables than did the drop-outs. The same trend is apparent in the relationship of these variables to continuing education - the better the score or rating on the independent variable, the more likely is the drop-out to be enrolled in some form of continuing education.

Among the graduates, those receiving a matriculation diploma were distinguished from those receiving a general diploma on only six of the twelve variables, with the same relationship as that described above - the better the performance at the ninth grade level and before, the more likely one is to receive matriculation standing.

Correlational Analysis and Factor Analysis of School Record Data:

Since each variable except geography, operating independently, was significantly related to each of the major independent variables in the sample correlation of analysis, further more powerful tests were employed in order to summarize the relationships between the independent and dependent variables. A simple correlation matrix was run in which each of the thirteen independent variables was correlated with all other independent variables. A factor analysis was then performed in order to distinguish those independent variables which were related to other independent variables as well as to the dependent variables. Finally, the multiple correlation procedure was used in order to assess how much of the variation in the chief dependent variables - graduation/drop-out - could be explained by these independent variable factors.

Factor Analysis

Table 3 - II

Factor Loadings of Five Factors on the Independent Variables

Variable	Merit	Academic Advancement	Attendance	Farm	Sex
1. Geog.	.053	.065	.087	.766	.136
2. Age	-.403	.306	.214	.217	-.082
3. Fail 9th	-.272	.411	.216	.274	-.116
4. Attendance	.213	.219	-.667	-.230	.164
5. SCAT Score	.819	-.110	-.009	-.225	.080
6. Develop. Rtg.	-.643	.025	.092	-.153	.171
7. Achiev. Rtg.	-.716	.091	.050	-.046	.147
8. 9th Exam	.869	-.183	-.120	-.122	-.017
9. H.S. Program	.73[illegible]	-.054	-.039	.108	.066
10. H.S. Credits	.045	-.789	.155	-.014	-.034
11. School Lvg.	-.489	.616	.331	.110	-.090
12. Sex	-.012	-.272	-.449	.211	-.538
13. Drop/out Graduate	-.354	.649	.222	.037	-.120

Table 2 demonstrates that the thirteen variables may be collapsed into five factors. These factors are made up from one to six variables each, in the following manner.

Factor I: Merit

Michael Young, in The Rise of Meritocracy, defines a new social order in which persons are ranked on the basis of merit, which he defines as ability plus effort. The variables in Factor I fit nicely into this definition, as all these measures of aptitude, attitude, and achievement load heavily on this factor. These variables are, in decreasing order of loading scores: (a) Ninth Grade Exam scores, (b) Scholastic Aptidue Test Scores, (c) High School pattern of courses - matric/non-matric, (d) Achievement Rating (e) Health and Personal Development Rating, and (f) Age.

All measures of ability and effort available load on this factor, and interestingly, age also loads on here, indicating that those who are over-age in the ninth grade tend to be deficient in either ability or effort.

Factor II: Academic Advancement

Expectedly, all measures of one's progress in school - the dependent variables - load on the same factor. Also, having failed the ninth grade is negatively loaded on this factor, indicating that this is a variable which tends to be explained by the independent variables, rather than an explanatory variable in its own right. Variables which constitute this factor are (in decreasing importance) (a) Number of credits accumulated in high school, (b) Diploma/no diploma, (c) School leaving and (d) Repeating 9th grade or not.

Factor III: Attendance

The number of days attending school does not load with any other variable, but constitutes a separate factor, measuring some quality independently of the other twelve variables. Sex breaks over, and loads fairly heavily on this factor, (.449).

Factor IV: Farm

Whether the student is from a rural-semi-rural, or urban school system is a distinct variable, which does not load on any other factor.

Factor V: Sex

As noted above, sex loads most heavily as a separate variable forming its own factor, although it also loads on the attendance factor.

Correlations:

As would be expected, the relationship among all of these variables remained the same as in the previous discussion, i.e., those variables which showed significant differences in the Chi-square analysis showed significant relationships in the correlation, matrix for Personian. Both measures though in reality, tell little about the predictive power of a variable because these tests are both heavily influenced by the number of cases in the sample.- the larger the N the more likely one is to obtain statistical significance. Therefore, rather than discuss the many significantly correlated variables, only those which can be shown to have independent predictive power, as determined by multiple correlational analysis, will be discussed.

Multiple Correlations:

Summarizing these findings, it is possible to point to four independent variables which are not measuring the same thing, and then to analyze the relationship of each of these to the one independent variable which is the best indicator of educational outcomes.

Table 3 - III

Multiple Correlation of Drop-Out-Graduate Status

with Merit, Attendance, Farm, and Sex Variables

	Graduation-Simple Correlation Co-efficient (r)	No Graduation Variance Explained (r2)	Multiple (r2)
Stanine - 9th Grade Exam	.445	.198	.198
Sex	.191	.037	.228
Attendance	.162	.026	.258
Geographs (non-significant)			

Table 3 - III demonstrates that by combining the predictive power of the three independent variables which load most heavily on each of the factors composed of independent variables, it is only possible to explain approximately 26% of the variance in the dependent variable-graduating or dropping out of school. Hence the independent variables selected for study here can only explain about one quarter of the differences in the dependent variable drop-out graduating status. Obviously, there are strong factors and influences which are causing students to leave school prior to graduation which are not included in this part of the study.

In a sense the low predictive powers of these independent variables might have been anticipated because the dependent variable was so extreme - that is, it dichotomized the sample into those successfully completing high school in four years from date of ninth grade entry and those not doing so. An independent variable (or group of independent variables) which could accurately predict such an extreme outcome is highly improbable. Therefore, a scale of school performance was utilized in further analyses which ranks subjects on how they have progressed toward graduating from school. This scale is seen on the next page.

Table 3-IV

Correlation Co-efficients of Independent Variables with School Leaving Scale, High School Credits, and Drop Out Graduation Status

	High School Credits	School Leaving Scale	Drop-out Graduation Status
Urban/Rural	-.063	.089	.059
Age	-.51	.426	.276
Failed Ninth Grade	-.204	.429	.292
SCAT	.155	-.473	-.334
Developmental Rating	-.100	.304	.251
Achievement Rating	-.103	.453	.303
Stanine - 9th Grade Exam	.198	-.570	-.435
High School Program	.110	-.381	-.299
High School Credits	---	-.380	-.299
School Leaving	-.380	---	-.317
Sex	.123	-.142	-.208
Graduation	-.317	.703	---

Table 5

Multiple Correlation for School Leaving Scale with Stanine, SCAT and Sex

	r	r2	r2 (multiple)
Stanine	.570	.325	
SCAT	.473	.224	.476
Sex	.142	.020	.487

Table 5 shows that the scores on the Scholastic Aptitude Test, the Ninth Grade Examination, and the sex of the respondent are the three variables which best explain the amount of variation in the school leaving scale. In essence, sex adds little to the explanation, as 47.6% of the amount of variation in school leaving is explained omitting it and 48.7% with sex included. Generally then, almost half of the amount of variation is a measure of how far one goes in school is explained by two key variables SCAT - an index of scholastic aptitude, and grade nine stanine scores - an index of effort.

Summary of Findings

It was found that of the 1,049 youth identified in this sample and who were enrolled in the ninth grade in September, 1963, .407 (39.1%) had graduated by January, 1968, while the remainder had not (N= .642 (61.1%)).

Graduation was most significantly related to the ninth grade exam score, and the scores obtained on the Scholastic Aptitude Test. Sex also was related to graduation, with girls graduating to a significantly greater extent than boys. However, sex was not as important a variable when related to the school leaving score, indicating some important difference between males and females:

males tending to leave school under some circumstances under which females remain and graduate.

The Alberta Educational System seems to be highly selective, with the majority of males of average and low average ninth grade exam scores not being able to graduate in four years from data of ninth grade enrollment.

It is interesting to note that examination scores which are reflective in part of effort, seem to predict academic attainment somewhat more accurately than the SCAT, which measures ability more narrowly.

School Leaving Scale:

Lowest	: quit school during 9th grade
	: quit school before 10th grade
	: quite school during 10th grade
	: completed 10th grade - not 11th
	: completed 11th grade - not 12th
	: completed 12th grade - no diploma - no continuing education
	: completed 12th grade - in continuing education - no diploma
	: general diploma
Highest	: matriculation diploma

This scale was then added to the dependent variables and correlated with the independent variables. Table 3-IV presents the correlation co-efficients for the thirteen independent variables with the School Leaving Scale as well as with High School Credits and Drop-out Graduation Status.

Table 3-IV demonstrates that the school leaving scale is a more sensitive index of educational outcome than is the graduation-no graduation variable, for all independent variables except sex. Hence, it seems that the amount of schooling received by an individual is more associated with merit factors.

but whether or not one graduates is more heavily dependent on sex, i.e., being female.

The School Leaving Scale shows only a moderate relationship to "high school credits" when these two dependent variables are correlated ($r = -/380$). A significantly higher correlation is obtained between School Leaving and graduation/no graduation ($r = .703$) indicating that the former is clearly operating in between the two extremes.

Once again the multiple correlation analysis is useful in identifying what group of independent variables can best explain the amount of the variation in the school leaving scale dependent variable.

PART IV

ASSESSMENT OF CURRENT ACTIVITIES OF YOUTH IN RELATIONSHIP TO SCHOOL CHARACTERISTICS

This part of the report was originally intended to be a comparison of the present social situation of the dropout with that of the graduate. Data for this comparison were obtained through the use of a mailed questionnaire (as described in Part II, Description of the Research Design). However, the response to the questionnaire was so poor among dropouts that scant confidence can be placed in the returns. As Figure 4-1 below indicates, the data pertinent to ascertaining the present status of the early school leaver must be based on questionnaires returned by only slightly more than one-fourth of the total number of early school leavers in the sample, which is certainly inadequate.

Figure 4-1

Fate of Questionnaires Mailed to Sample Members, by High School Credits

of High Credits	No Questionnaire Sent or Sent and Returned by Post Office		Questionnaire Sent & Received but Not Returned		Questionnaire Returned Completed		Total
	N	%	N	%	N	%	
	72	37.1	67	34.5	55	28.4	194
	35	17.6	83	41.2	83	41.2	201
	21	10.4	58	27.3	133	62.3	212
20	16	3.7	93	21.5	323	74.8	432

The reader is referred to Appendix A-VI for a complete description and discussion of differing characteristics between those who completed and returned the questionnaire and those who did not. Briefly reviewed here, those returning the questionnaire had higher scores or better standing on every variable identified in Part III of this report. The only way in which they did not differ significantly was in the sex of the respondent, where the return rate for females was but slightly higher than that for males. Another point of interest was that youth who attended rural schools returned the questionnaire proportionately more often than did the students who attended urban schools. Because of the biased source of data, the following report cannot provide a definitive study of the relationship between dropping out of school and one's consequent social situation and satisfaction with it, nor can it provide meaningful comparisons in this regard between dropouts and graduates. It will however, show what "is happening" among those youth in Alberta who went farther in school, and generally would be expected to be the more "successful" youth in the Province. Comparisons will be made on the basis of several variables, which will serve as indicators of trends, rather than conclusive statements.

Twenty-nine variables were examined in terms of the dependent-independent variable scheme described previously. (The remaining measures were either descriptive variables or obvious duplications). Because of the large number of variables and the many relationships found among them, a factor analysis was run in order to "reduce" the variables under discussion to manageable proportions. Statistical tests of relations between variables..(Chi-Square, Simple Correlations, and Multiple Correlations)..were used, and will be presented and interpreted in terms of factors obtained by factor analysis. Figure 4-2 presents the factor coding of twenty-nine variables on 10 factors.

Figure 4-2

Factor Loadings on 29 Variables on 10 Factors

Variables:	Codes	Merit	Academic Attainment	Work Achievement	Farm Background	Security	Opportunity Perception
Geography:	1=urban 2=rural	.053	.065	.087	.766	.136	.076
Age: 15-20		-.403	.306	.214	.217	-.082	-.154
Attendance: 001-200		.213	-.667	-.667	-.230	.164	-.016
Scholastic Apt. Test 01 - 99		.819	-.009	-.009	-.225	.080	.078
Development rating: 1=4 ; 3=Low		-.643	.092	.092	-.153	.171	.056
Achievement rating: 1=Hi ; 4=Low		-.716	.058	.058	-.046	.147	-.014
Ninth Gr. Exam: 1=Low ; 9=Hi		.869	-.120	-.120	-.122	-.017	.055
Repeat Ninth Gr.: 1=No ; 2=Yes		-.272	.016	.216	.274	-.116	-.219
High School Program 1=Gen.; 2=Matric		.736	-.039	-.039	.108	.066	.039
High School Credits 001 - 120		.045	.155	.155	-.014	-.034	.043
School Leaving 1=Hi ; 9=Low		-.489	.331	.331	.110	-.090	.021
Sex: 1=Male 2=Female		-.012	-.499	-.499	.211	-.528	.095
Graduation 1=yes(Hi)	2=No (low)	-.354	.222	.222	.037	-.002	.094
Mthly. Income:$001-$999		.013	.692	.692	.058	.076	-.057
Weeks Worked: 01-52		-.245	.509	.509	-.083	.171	.051
Student 1=No(low)	2=Yes (Hi)	.459	.066	.066	-.140	.001	-.037
SES-Father 1=Hi 8=Lo		-.066	.019	.019	.583	-.102	-.025
SES-Student 1=Hi 7=Lo		.194	-.018	-.018	-.042	.099	.017
Community Needs: 1=No 2=Yes		.067	-.054	-.054	.004	.111	.135
Def. of Success: 1=Job & Money 2=Other		.008	.001	.001	.034	-.661	.013
Present Success 1=Lo 9=Hi		.041	.008	.008	.064	-.035	.691
Past Success: 1=Lo 9=Hi		.056	-.197	-.197	.100	.176	.405
Aspiration 1=Lo 9=Hi		.000	-.023	-.023	-.004	-.054	.808
Opportunity 1=Lo 9=Hi		.058	.036	.036	-.040	-.102	.833
Job Satisfaction 1=Lo 5=Hi		-.063	.006	.006	.027	-.023	.207
Promotion Chances 1=Lo 5=Hi		-.023	.155	.155	-.126	.137	.161
Better Job Chances 1-LO 5=Hi		.000	-.048	-.048	-.050	-.091	.153
Fired Chances 1=Lo 5=Hi		-.213	-.081	-.081	.316	.580	-.213
Desire Better Job 1-Lo 5-Hi		.031	-.023	-.023	.125	.212	-.092

Figure 4-2 (continued)

Variables: Codes	Job Satis-faction	School Enrollment	Occupational Mobility	Community Needs
Geography: 1=urban 2=rural	-.004	.057	-.131	-.143
Age: 15 - 20	.111	.039	.171	.154
Attendance: 001-200	.120	-.112	.033	-.044
Scholastic Apt. Test 01-99	-.095	.053	-.075	.026
Development Rating: 1=4; 3=Lo	-.051	-.171	.031	-.130
Achievement Rating: 1=Hi 4=Lo	-.086	-.038	-.117	-.151
Ninth Grade Exam: 1=Lo 9=Hi	-.051	.156	.015	.009
Repeat Ninth Gr.: 1=No 2=Yes	.211	.050	.306	.150
High School Prog: 1=Gen 2=Matrix	-.030	.115	-.054	-.256
High School Credits: 001-120	.014	.024	.012	.002
School Leaving: 1=Hi 9=Lo	.005	-.108	-.091	-.025
Sex: 1=Male 2=Female	-.015	-.022	-.192	.143
Graduation: 1=yes(Hi) 2=No(Lo)	-.160	-.116	-.120	.019
Monthly Income: $001-$999	.159	-.414	.134	-.067
Weeks Worked: 01 - 52	.129	.232	-.198	-.010
Student 1=No (Lo) 2=Yes (Hi)	-.033	.757	.108	-.001
SES-Father 1=Hi 8=Lo	-.099	-.225	.062	.107
SES-Student 1=Hi 7=Lo	-.165	.835	-.014	.036
Community Needs: 1=No 2=Yes	.031	.059	-.023	.831
Def. of Success 1=Job & Money 2=Other	.075	.009	.108	-.057
Present Success 1=Lo 9=Hi	.376	.071	.147	-.053
Past Success 1=Lo 9=Hi	.284	.227	.093	-.343
Aspiration 1=Lo 9=Hi	-.004	.033	-.012	.136
Opportunity: 1=Lo 9=Hi	.119	-.122	.057	.046
Job Satisfaction 1=Lo 5=Hi	.821	-.054	.007	-.005
Promotion Chances 1=Lo 5=Hi	.573	-.193	.449	.074
Better Job Chances 1=Lo 5=Hi	-.113	.055	.832	-.058
Hired Chances 1=Lo 5=Hi	-.041	.214	.012	.115
Desire Better Job: 1=Lo 5=Hi	-.759	.097	.311	.002

The first aspect of this factor analysis which is important is the extent to which the "new" data obtained from the questionnaires relates to the "old" factors established in the previous factor analysis. Three variables from the questionnaire--social class, definition of success, and perceived chances of being fired--seem to be related to independent variables assessed previously. The social class ranking of the respondents by occupation of father on the Blishen Scale loads on the grography factor from the previous analysis. This no doubt occurred because all farmers were classified in social class number five on this scale, which was necessitated by reluctance to ask respondent's for specific information regarding parent's income. The entire social class variable (as indicated by the Blishen rating loading on the urban/rural variable) may be largely invalidated by lack of information regarding family income to augment the job title in placing one in the correct social class. Because of this weakness, a special analysis of social class will be conducted in a later study, and specific attention will be paid to the level of education obtained by the parents of the respondents as the possible best tentative indicator of social class.

Whether one defined success in terms of a good job and income or in other terms (such as happiness, self-realization, education) one's perceived chances of being fired loaded with the sex variable from the previous analysis to produce a factor entitled "security". Males more than females tended to define success in terms of a good job and high income and currently perceived their chances of being fired as high to a greater extent than did females.

Sex as a variable again loaded heavily on two factors--a factor composed of income from employment, and a factor number of weeks worked, which are considered as dependent variables, labelled "work achievement". The attendance variable also loaded (negatively) on the work achievement factor.

The reader will note some of the independent variables loading on dependent factors. This would have been avoided by computing separate factor analysis for each group of variables. Unfortunately, the time and cost of this seemed greater than the possible gain which could be derived from such computations. In discussing the factors obtained below, those classified as independent will be those for which the most significant variable was an independent one, and those factors classified as dependent will be those for which the most significant variable was a dependent one.

Factors and Component Independent Variables:

Factor #1: Merit

Variables: Scholastic Aptitude Test Scores

Ninth Grade Exam Scores

Development and Achievement Ratings

Factor #2: Academic Attainment

School Leaving Scale

High School Credits

Graduation/No Graduation

Factor #4: Farm Background

Urban/Rural

Blishen Rating of Parent

Factor #5: Security

Sex (Female)

Non-Materialistic Definition of Success

Chances of Being Fired

Factors and Component Dependent Variables:

Factor #3: Work Achievement

Monthly Income

Weeks Worked During Past Year

Factor #6: Opportunity Perception

Present Self-Rating - Success

Aspiration - Future - Success

Expectation - Future - Success

Factor #7: Job Satisfaction

Self-rating of Satisfaction with Present Job

Extent of Desire for Better Job

Self-rating of Chances for Promotion

Factor #8: School Enrollment

Attending School Other than High School

Type of School Attending

Factor #9: Occupation Mobility

Perceived Chances of Obtaining a Better Job

Factor #10: Community Needs

Things Needed in the Community

Perception of Past Success

Since each of these factors is composed of variables which have been previously described, there is no need to further define these factors. For correlational analysis, some variables were dichotomized and assigned real numbers arbitrarily, e.g., the "things needed in community" item was used to distinguish two groups, those perceiving that something was needed for youth in the community, and those who did not perceive that anything was needed.

The best usage of the factor analysis is to use the factors to determine which correlations in the correlation matrix are measuring the same thing, and which are not. Thus, only one variable from each factor may be used in accounting

ior outcome data in the simple correlation matrix, and variables which are significantly related in this matrix and also in the factor analysis will be treated as spuriously related.

Correlations of Selected Independent Variables With School Related Dependent Variables

In the previous section it was demonstrated that the school-leaving scale was the most "sensitive" outcome measure of school attainment, and that the scores on the ninth grade departmental examinations and the scholastic aptitude test, and being female explained 48.7% of the variance in this dependent measure. An attempt is now made to incorporate two variables obtained from the returned questionnaires in order to determine whether these data (unavailable from the official records) can significantly increase the predictiveness of school-leaving. These two variables, father's occupation and father's last grade completed in school, are "rough" indices of social class, and in the absence of information regarding family income are the best indicators available. Table 4-3 shows the simple correlation between each of these two independent variables and the school-leaving scale, and demonstrates that father's last grade in school is the third most significant independent variable in terms of the magnitude of its correlation with the school-leaving scale.

Table 4-3

Pearsonian r Correlation Co-efficients and Co-efficients of Determination of School-Leaving Scale With Selected Independent Variables

	School-Leaving Scale	
	r	r^2
SCAT	.476	.227
Ninth Grade Exam	.574	.330
Sex	.142	.020
Bishen-Father	.150	.025
Education-Father	.238	.057

As can be seen from examination of the table, after ability and performance, the father's educational attainment explains more of the variance than any other independent variable. Re-Calculating the multiple correlation computed earlier with school-leaving as the dependent variable and including father's educational level as an independent variable, we find that these four variables explain over half of the variation in the dependent variable, as Table 4-4 shows.

Table 4-4

Multiple Correlation for School-Leaving with SCAT, Ninth Grade Exam, Social Class, and Sex of Respondent

	School-Leaving		
	r	r^2	r^2 multiple
Ninth Grade Exam	.570	.325	.325
SCAT	.473	.224	.476
Father's Education	.238	.057	.505
Sex (Female)	.142	.020	.514

Merit and social class factors operating together can account for slightly over 50% of the variance in school-leaving.

In summary, it appears that data obtained through the analysis of returned questionnaires do not significantly add to the predictiveness of the independent variables discussed earlier. However, once again the bias reflected in the questionnaires which were returned must be noted, and the "real" significance of social class in determining school-leaving is indeterminate at this time.

Assessment of Current Activities of Youth in Relation to Selected Independent Variables, Based on Questionnaires Returned

Work achievement, perception of needs in the community, and perceptions of success and job satisfaction were analyzed in relation to selected independent variables. For this analysis, the social class indicators, the amount of schooling obtained, academic ability and performance measures, and sex were selected as the key independent variables. A simple correlation between each independent variable and each dependent variable was computed in an effort to assess the relationship between "schooling", and the subsequent achievements in the community. These correlations are presented in Table 4-5.

Table 4-5

Correlation Co-efficients For Selected Independent

And

Dependent Variables Relating To Performance After Leaving School

Independent Variables	Dependent Variables: Monthly Income	Weeks Worked Past Year	Community Needs 1=yes 2=no	Success Material=2 Non-Mat =1	Present Success
5. Scholastic Aptitude	-.137	-.182	.071	-.037	.043
8. Ninth Grade Exam Scale	-.228	-.300	.057	.602	.079
12. Sex	-.352	-.277	.032	.109	.074
11. School leaving	-.367	-.316	.055	.011	.033
17. Blishen Father	.094	.033	.021	.048	.034
30. Educational level of father	-.129	-.076	.025	.002	.035
16. Student in other than High School Program	-.254	-.055	.040	-.059	.064

Table 4-5 (continued)

Independent Variables	Past Success	Level of Aspirations	Perception of Achievement	Job Satisfaction	Promotion Chance
5. Scholastic Aptitude	.063	.074	.077	-.077	-.059
8. Ninth Grade Exam Scale	.130	.068	.064	-.067	-.062
12. Sex	.016	.127	.089	.044	-.166
11. School leaving	-.111	-.021	-.135	.082	.605
17. Glishen Father	-.101	-.051	.012	-.042	-.005
30. Educational Level of Father	.091	.071	.063	-.081	.029
16. Student in other than High School Program	.128	.004	-.067	-.107	-.86

Table 4-5 (continued)

Independent Variables	Better Job Chances	Fired Chances	Desire Better Job
5. Scholastic Aptitude	.020	-.151	.024
8. Ninth Grade Exam Scale	.040	-.164	.024
12. Sex	-.076	-.188	-.051
11. School leaving	-.076	.097	-.032
17. Blishen Father	-.018	.036	.030
30. Educational Level of Father	.031	-.019	-.045
16. Student in other than High School Program	.109	.011	.093

The most striking aspect of Table 4 - 5 is the almost complete absence of meaningful relationship between the indepedent variables and the indices of present levels of satisfaction and/or success in regard to the community, to work experience, and to personal achievement. The notable exceptions occur in the relationships between school success and the level of monthly income which, however, are in the opposite direction from the one expected. That is, the higher ones' academic ability and exam scores and the farther one proceeded in high school, the lower is the income. This is to be explained in several ways. First, males tend to leave school earlier than females and yet earn significantly more money (correlation co-efficient for maleness and monthly income .352). Second, those enrolled in post-secondary (or non-high school) educational or vocational training programs tend to earn significantly less than those who are not enrolled in such programs. The correlation co-efficient for those so enrolled with monthly income is -.254. Hence, the influence that the inverse relationship between "schooling" and "work achievement" is transitory and/or spurious seems in order. Once again, the bias in the questionnaire data makes definitive statements impossible.

Discussion of the Influence of Social Class:

As indicated earlier in this report, some detailed attention must be paid to "social class" as an independent variable, due to the demonstrated "corruption" of the Blishen Scale in the earlier analysis.

Since social class is more accurately indicated by Father's Educational Level and Income than by occupation and income (Hollingshead Redlick Social Class and Mental Illness), and since level of income for parents was not obtained in the questionnaire, the educational attainment of the father of the respondent is the best, although not satisfactory, indicator of social class which is available. Table 4 - 6 shows the Pearsonian correlation co-efficients for

Father's Education - last grade completed - with some of the other variables.

Table 4-6

CORRELATIONS CO-EFFICIENTS OF FATHER'S LAST GRADE IN SCHOOL AND SELECTED VARIABLES

	Father's Last Grade In School (mean = 9.9 Grade)
	r
Urban/Rural	-.299
Failure of Ninth Grade	-.199
SCAT	.282
Ninth Grade Exam Marks	.268
School Leaving	-.238
Monthly Income	-.129
Non-high School Training	.296
Mother's Education	.442

The data show that social class, as indicated by father's last grade completed in school, operates largely as one would anticipate, but it is not a very powerful predictor of any of these variables. The most significant relationship for this variable is with rural/urban residence (-.30), indicating that the higher the educational level of the respondent's father, the more likely it is that he attended school in a rural or semi-rural school system. (This is consistent with the early criticism of the use of the Blishen Scale as a measurement of social class, as all "farmers" were classified as working class - category No. 5 - when in terms of educational levels, the rural respondents tended to be "high").

The second highest correlation (also .30) for social class is with enrollment in an educational or vocational training program outside the context of the high school. That is, the higher the educational level of the father, the more likely it is that the student is pursuing a post-high school educational program. Those whose fathers have lower educational achievements are also more likely to drop out of high school earlier in the program.

SCAT scores and Ninth Grade Examination scores are both related to social class (.282 and .268 respectively) as are other measures of ability and performance. Once again, monthly income is found to be correlated with a variable for which a positive association is generally found. To a slight extent the higher the level of fathers education, the lower his monthly income. This can be partially explained by the other correlation reported earlier. Specifically, on the basis of data in Table 4 - 6 it could be maintained that those from the higher social class categories are more often currently students, or have been students until recently and that their disadvantaged position in the job market is temporary in nature. Alternatively, it may be that those leaving school earlier and going to work actually obtain and hold better jobs than those completing more education. However, in view of the consistent failure of any variables obtained from the school records to be significantly predictive of any indices of out-of-school performance obtained from the returned questionnaires, it is probably to be explained by the bias in the questionnaire returns, together with some influences described in the two previous explanations.

Finally, it might be pointed out that the average male who did return the questionnaire had obtained 88 high school credits -- equal to about Grade 11.53 -- while the average father had almost completed Grade 9. Although these are incomparable numerically, one is struck by the possibility that not a great deal of inter-generational educational mobility is taking place, even among those "advantaged" persons who did return the questionnaire.

PART V

DESCRIPTIVE STATISTICS

THE PRESENT STATUS AND ACTIVITES OF THE 1963 - 64 NINTH GRADE CLASS

The primary purpose in this section is to present questionnaire data which are descriptive of the current activities, interests and situations of those youth who returned the questionnaire. Attempts to "explain" these data in terms of the independent-dependent variable analysis are suspended due to the low level correlations obtained, the bias in terms of the questionnaire response, and the lack of appropriateness of such analysis to many of the concerns in this report. Table 5 - 1 below, presents the distribution of respondents in terms of their major social role involvements at the time they completed the questionnaire.

Table 5 - 1

Major Social Role of Respondent

Working Full Time		Student Full Time		Neither Working nor in School		Working and/or Attending School, Part Time Only		Total
N	%	N	%	N	%	N	%	
238	39.3	228	38.1	65	11.1	68	11.5	605

Following is a discussion of various measures obtained for those in each major social role category.

Employed

Three types of measures of work performance were obtained from respondents who were employed full time, when they completed the questionnaire:

(1) monthly income

(2) number of weeks worked during past year

(3) a job satisfaction inventory

1. Employed: Income

Table 5 - 2

Monthly Income of Employed Respondents

Monthly Income															
$0.0		$1-$50		$51-$150		$151-$250		$251-$350		$351-$450		$451-$550		$551 & up		Total
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
4	1.7	0		9	3.9	117	50.2	61	26.2	22	9.4	11	4.7	9	3.9	233

Of the 233 respondents who were employed full time, slightly over one-half (50.2%) reported a monthly income of between $151.00 amd $250.00 per month. Twenty-six percent reported a monthly income of between $251.00 and $350.00 per month, with an additonal 18% reporting more than $350.00 per month and 5.6% reporting less than $150.00 per month.

As discussed previously, the amount of money earned varied most significantly with sex - boys earned much more, on the average, than did girls - and with age - the older respondents earned significantly more than did the younger. In addition, it was found that youth in urban centers earned more on the average than youth in rural and semi-rural areas. There was a strong tendency for income to be positively associated with school performance in the mid-ranges of the performance tests (ninth grade exam score, number of high school credits, etc.) but these were off-set by the extremes, with high performers and low performers indicating below average and above average incomes respectively. The former is no doubt explained by the high scorers working at training jobs, or only working temporarily, while the latter is consistent with the bias in the questionnaire returns, where only the most successful of the dropouts responded to the request to return the form.

This situation holds throughout the analysis of all data relative to employment.

Pursuing the differences in work between males and females further, it can be seen that the most significant factor determining income and weeks worked is sex.

Figure 5-3

Weeks Worked Past Year and Income by Sex

	Male	Female	Total
Mean: Income	$296.00	$200.69	$246.28
Mean: Weeks Worked	34.8	25.8	30.5

Part of this difference may be explained by the fact that girls tend to stay in school longer, and therefore have not been working as long as the males.

2. Number of Weeks Worked During Past Year

Figure 5-4

Weeks Employed

0 - 9 weeks		10 - 19 weeks		20 - 29 weeks		30 - 39 weeks		40 - 49 weeks		50 - 52 weeks		Total
N	%	N	%	N	%	N	%	N	%	N	%	
36	15.5	37	15.9	52	223	30	12.9	31	13.3	47	20.2	233

Remembering that these data apply only to those who indicated they were working full time when the questionnaire was filled out, the number of weeks worked during the past year gives some indication of the permanence and stability of the jobs which youth can currently obtain in Alberta.

Thirty-six (15.5%) reported working nine weeks or less, 37 (15.9%) worked from 10 to 19 weeks, 51 (22%) from 20 to 29 weeks, 30 (12.9%) from 30 to 39 weeks 31 (13.3%) from 40 to 49 weeks, and 47 (20.2%) from 50 to 52 weeks during the past year.

However, these figures are somewhat complicated because almost one-half of those who were employed when they received the questionnaire had only been out of school for eight months, and hence working around 25 to 30 weeks during that period of time would indicate stable employment for them, while the same for the early school leaver would indicate heavy periods of unemployment during the past year. Computing on this basis, 83% of the graduates had worked over half of the time during the past year.

3. Job Satisfaction Inventory

In this inventory, each respondent was asked to rank his current job on the basis of satisfaction, chances for promotion, chances for a better job, chances of being fired, and the desire for a better job. The highest possible rating was "5" and lowest possible rating "1". The results are presented in Table 5 - 5.

Table 5 - 5

Job Satisfaction Inventory by Sex

Mean Scores

	Male	Female	Total	S. D.
1. Job Satisfaction	3.6	3.7	3.6	1.1
2. Chances for Promotion	3.4	3.0	3.2	1.4
3. Chances for a better job	3.6	3.5	3.5	1.3
4. Chances of being fired	2.1	1.6	1.8	1.2
5. Desire for a better job	3.6	3.4	3.5	1.5

Females were slightly more satisfied with their present job than males, perceived slightly less chance of obtaining a better job, and had less desire to obtain a better job. However, they differed significantly from the males in that their chances for promotion were perceived as being less and their chances of being fired were also much less.

As indicated in Part IV, Numbers 1, 2 and 5 (Job Satisfaction, Chances for Promotion, and Desire for a Better Job) were significantly related to each other while Number 4 (Chances of being fired) was most significantly related to being a student and Number 5 to job satisfaction (-.538).

The majority of youth were fairly satisfied with their current jobs. However, as previously described, this varied significantly by social class background and age. The older youth was significantly less satisfied with his job than the younger one, and the degree of satisfaction was directly related to social class (the higher the social class background, the more satisfaction) with the exception of Class I and VII, which reversed the trend.

Full Time Students

Figure 5-6

School Attendance by Type of School

Type of School		Full Time		Part Time		Total	
		N	%	N	%	N	%
University	1	72	31.6	0	-	72	24.2
Nurses Training	2	12	5.3	0	-	12	4.0
NAIT/SAIT	3	29	12.7	4	5.7	33	11.1
Alberta College	4	6	2.6	3	4.3	9	3.0
Private Voc. or Bus. Training	5	18	7.9	2	2.9	20	6.7
Religious School	6	17	7.5	0	-	17	5.7
Junior College	7	20	8.8	8	11.4	28	9.4
High School	8	51	22.4	53	75.7	104	34.9
Other	9	3	1.3	0	-	3	1.0
TOTAL		228	100.0	70	100.0	298	100.0

There were 228 full time students and 70 part time students. Of the full time students, 72 (31.6%) were enrolled in a University, 51 (22.4%) were enrolled in an Alberta High School, 12.7% in NAIT/SAIT, 8.8% in a Junior College, 7.9% in a private vocational or business school, 7.5% in Denominational Colleges, 5.3% in Nurses Training, 2.6% in Alberta College and 1.3% in "other" institutions.

Those with diplomas were over-represented in all training and educational programs except high school, in which 82% had not graduated and only 12% had diplomas. It is also interesting to note that 75% of those in NAIT/SAIT and 61.1% of those in private vocational and business schools possess diplomas.

Females are evenly or over-represented in all types of educational and training programs except high school, in which 66.7% of the students were male.

Of all youth enrolled as full time students, 70.9% were enrolled in a matriculation program in the ninth grade, and 12.8% in a general program. Only 5.3% were in a vocational pattern in the ninth grade and 7.9% in a business course.

The one variable which was most predictive of enrollment in a non-high school educational program (not in continuing education) was the ninth grade exam score ($r = .546$), followed by SCAT scores, (.446) and educational attainment of father (.296).

No School - No Work

Sixty-three of the 611 respondents (10.1%) reported that they were neither in school nor working. The most frequent reason given for being in this category was that a job could not be found, with 24 (38.1%) marking this response. Nineteen (30.2%) indicated that they were married and did not want or need to work. Others mentioned not wanting a job or not wanting the jobs they could find, financial problems and lack of proper training. (see Figure 5-7)

Twenty-four of the unemployed were males, and 41 were females.

Figure 5-7

Reasons for Unemployment

Reason	One Answer		More than One Answer		Total	
	N	%	N	%	N	%
Can't Find Job	24	38.1	0	-	24	28.9
Don't Want Job	4	6.3	1	5.0	5	6.2
Married Women	19	30.2	3	15.0	22	26.5
Can't Find Job I Want	4	6.3	2	10.0	6	7.2
Lack of Education	0	--	8	40.0	8	9.1
Financial Problem at Home	3	4.8	1	5.0	4	5.3
Lack of Proper Training	1	1.6	2	10.0	3	4.4
Other	8	12.7	3	15.0	11	13.3
TOTAL	63	100.0	20	100.0	83	

There were no unemployed male respondents from the lowest two social classes (See Figure, 5 - 8).

Of the unemployed males, the majority reported having attended school through the 12th grade (See Figure 5-9)

Figure 5-8

Unemployed by Sex and Father's Blishen Rating

	High						Low
	1	2	3	4	5	6	7
Male	1	3	3	1	13	0	0
Female	0	6	1	1	17	5	5
TOTAL	1	9	4	2	30	5	5

Figure 5-9

Unemployed by Sex and Last Grade in School

Sex	9	10	11	12*		
Male	2	1	4	17	24	
Female	9	6	7	19	41	(19 Married)
TOTAL	11	7	11	36	65	

Perception of Success and Failure

Each respondent was asked to define success and failure for himself, and then to rank himself on a nine point scale (1=Low, 9=High), in terms of his current situation, where he was two years ago and where he hoped and expected to be in two years. The definitions of success and failure are presented in Figures 5-10 and 5 - 11 respectively.

Definition of Success and Failure

The most frequent response in defining what would be "success" (the best life possible) was "Self-realization", or doing something meaningful with one's life (24.8% listed this as their first choice). A good job and a good education were both listed as the most important by 15.1% of the respondents, while the remainder listed such things as: a nice family and home (9.8%) money and security (11.1%), a nice job (10.9%), happiness, friends and popularity (13.4%). These choices varied significantly with sex, social class, high school performance, and age.

A meaningless, empty life was listed as the most important factor in failure by 39.6% of the respondents, and being a bum with no job, having no money, etc., was listed by 32.5%. Having no friends (5.8%) and "letting people down" (8.3%) completed those items receiving first mention in the definition of failure. These definitions varied only with school performance and sex of respondent.

The only two variables which showed significant differences in both the definitions of success and failure were sex and ninth grade exam score Girls tend to value money and a good job less than boys, and to value education much more highly. These same values are effected by the ninth grade exam score, with those scoring high on the exam valuing education more than those who scored low, and those scoring low valuing a good job more than those who scored high.

Figure 5-10

Definitions of Success

	Most Salient Response		Second Response		Third Response		Total
	N	%	N	%	N	%	
Good Job	83	15.1	49	11.6	18	6.5	150
Nice Family/Nice Home	54	9.8	123	29.0	100	35.8	277
Education	83	15.1	14	3.3	9	3.2	106
Popularity	13	2.4	24	5.7	15	5.4	52
Friends	10	1.8	29	5.7	36	12.9	75
Money and Security	61	11.1	90	21.2	51	18.3	202
Self-Realization; Doing something meaningful with life	136	24.8	36	8.5	22	7.9	194
Nice Job	60	10.9	41	9.7	15	5.4	116
Happiness	49	8.9	18	4.2	13	4.7	80
TOTAL	549	100.0	424	100.0	279	100.0	1252
Incomplete Data	51	---	178	---	323	----	

Figure 5-11

Definition of Failure

	Most Salient Responses		Second Response		Third Response		Total
	N	%	N	%	N	%	
A bum, no job	103	25.9	43	22.9	39	41.5	185
No money	31	7.5	42	22.3	7	7.4	80
Uneducated	55	13.3	13	6.9	4	4.3	72
No Friends	24	5.8	32	17.0	28	29.8	84
Meaningless Life Hollow, empty	163	39.6	42	22.3	6	6.4	211
Too much security	2	.5	1	.5	9	9.6	12
Letting people down	34	8.3	15	8.0	1	1.1	50
TOTAL	412	100.0	188	100.0	94	100.0	694

Present Levels of Success and Hopes for the Future

The majority of youth rated themselves as fairly successful in achieving their own goals, as they defined them (Figure 5-12). They also tended to note significant progress in the past two years in achieving these goals, and to believe that equal progress could be expected during the next two years.

However, males felt themselves less successful than females, low scorers on the ninth grade exams less successful than high scorers, older youth less successful than younger youth, and lower social class persons less successful than higher class persons.

Figure 5-12

Present Success

Low

1		2		3		4		5		6		7		8		9	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
6	1.0	6	1.0	20	3.4	29	4.9	87	14.7	127	21.4	185	31.2	75	12.6	58	9.8

Total

N - 593

Mean = 6.12

Youth's Perceptions of Things Needed in Community

What Youth Feel is Needed Most in Their Communities:

Jobs and help with job placement were most frequently mentioned as the major need in the community. This response was closely followed by recreation centers and teen-related activities. Counselling-personal as opposed to vocational and teenage meeting places were the other items receiving significant mention. The pattern of priority remained constant over the second and third choices. (See Figure 5-13).

One's choice as to what was most needed in the community was significantly related to his ninth grade exam score, whether a dropout or graduate, number of high school credits, and sex. Graduates were significantly more interested in obtaining both jobs and help in obtaining jobs than were dropouts, and they were also more interested in teenage meeting places. Dropouts on the other hand, were more interested in recreation centers than were the graduates.

Females showed more interest than males in obtaining help finding jobs and with teen related activities, while males were more interested in recreation centers than females.

The lower the number of high school credits, the more likely one would favor teenage meeting places and recreation centers; and the higher the number of high school credits, the more likely he would favor help in job seeking. The same choices were indicated by one's scores on the departmental ninth grade examination.

Figure 5-13

Community Needs as Listed by Respondents

	First Listed			Second Listed			Third Listed			Total	
	N	Rank	%	N	Rank	%	N	Rank	%	N	Rating
Counsellors-Personal help (1)	47	4	7.7	27	5	4.4	10	3	1.6	84	5
Teen related Activities (2)	98	3	16.0	42	2	6.9	12	1	2.0	152	2
Teenage Meeting Places (3)	47	5	7.7	32	4	5.2	10	3	1.6	89	4
Vocational Training (4)	5	7	0.8	9	7	1.5	2	8	0.3	16	7
Jobs and Job Placement (5)	117	1	19.1	40	1	6.5	11	21	1.8	168	1
Information Centers (6)	19	6	3.1	27	5	4.4	10	3	1.6	56	6
Recreation Centers (7)	108	2	17.7	34	3	5.6	7	6.	1.1	139	3
Bursaries & Loans (8)	4	8	0.7	4	8	0.7	4	7	0.7	12	8
Sex Education (9)	5	7	0.8	4	8	0.7	2	8	0.3	11	9
TOTAL	450		74.6	212		56.8	68		11.1	727	
No Information	161		26.4	392		64.2	543		88.9	1106	
TOTAL	611		100.0	611		100.0	611		100.0	1833	

Counselling:

Of special concern was the extent to which youth had experienced a need for counselling, and if counselling had been available.

Figure 5 - 14

Counselling Needed and Received

Need Counsellor				Haven't Needed Counsellor		Still in School		No Information	
Found one		Couldn't find one							
N	%	N	%	N	%	N	%	N	%
69	11.6	97	16.3	238	40.0	180	30.3	10	1.7

Of those youth leaving school, 16.3% reported having felt a need for personal counselling and help and being unable to find a counsellor; 11.6% said they needed such counselling and obtained it; and 58.9% either reported that they had not needed such help since leaving school or that they were still in school. Success in obtaining counselling varied significantly with several variables. Generally, the poorer one did in school, the more difficulty he reported in obtaining counselling. Also, girls had more trouble finding help than did boys, and students from rural areas more trouble than those from urban areas.

Methods Used to Obtain Jobs for Those Working Full Time

Among those who were employed, the most frequently mentioned method of obtaining a job was to look in the newspaper ads. The second most frequently mentioned method was to go to Canada Manpower and apply, while talking to friends and just looking around were also used extensively.

Figure 5-15

Methods Used to Obtain Jobs by Those Working Full Time

	Job Seeking						Total	
	N	%	N	%	N	%	N	%
Friends (1)	58	31.5	3	2.5	5	5.2	66	16.5
Newspapers (2)	21	11.4	54	44.3	25	26.0	100	25.0
Canada Manpower (3)	12	6.5	38	31.1	39	40.6	79	19.8
Hustled-Searched (4)	29	15.8	17	13.9	21	21.9	67	16.6
Counsellor (5)	8	4.3	2	1.6	1	1.0	11	2.8
Other (6)	14	7.6	3	2.5	4	4.2	21	5.0
Was Asked To Work (7)	22	12.0	2	1.6	1	1.0	25	6.3
Never Had To (8)	2	1.1	0	---	0	---	2	0.5
Other (9)	18	9.8	3	2.5	0	---	21	5.3

N = 402

Leisure Time

Information was obtained in relation to (1) major leisure time activity; (2) most frequent location of these activities; and (3) the average amount of leisure time per week.

Figure 5-16

Leisure Time Activities

	Most Leisure Time Spent		Next Most Leisure Time		Total	Rank
	N	%	N	%	N	%
At Home	345	58.5	224	37.0	569	7
Church	1	0.2	4	0.7	5	9
Friends	44	7.5	80	13.2	124	2
Organized Sports	22	3.7	19	3.1	41	6
Community Center, Civic Center, School	14	2.4	16	2.6	30	7
Entertainment Centers	48	8.1	70	11.6	118	3
Outdoor Activities	33	5.6	58	9.6	91	4
Unorganized Sports	37	6.3	38	6.3	75	5
Job Hunting - Industrious Activities	18	3.1	11	1.8	29	8
No Answer	40	6.6	83	13.7	123	-
Fooling Around	3	0.5	2	0.3	5	9
TOTAL	605	100	605	100	1210	

By far, the majority of leisure time was spent at home, reading, watching television, relaxing, etc. Fifty-eight and one-half percent of the respondents reported spending most of their leisure time at home, and an additional 37% indicated that this was their second most frequent activity. The remaining ten cetegories of leisure time activity contained almost equal numbers of persons naming them as their most frequent ones, although informal and casual activities with friends (movies, driving around, outdoor activities, etc.) were mentioned by 27.5% of the respondents, while just 6.3% named organized community activities such as church activities (0.2%) community centers, civic centers, and schools (24%) and organized sports, (3.7%).

The most frequent type of leisure activity named was significantly affected by both the age and sex of the respondent, with significantly fewer male respondents indicating that their home was the major locus of activities. This smaller proportion was balanced by significantly more involvement in sports and outdoor activities than for girls. Correspondingly, older youth spent less leisure time at home than younger ones, participated more frequently in outdoor activities and attended entertainment centers more often.

Leisure Time

1. Amount

The majority of youth (56.3%) reported having between four and six hours of leisure time per day during the week, with 31% reporting less than 4-6 hours and the remaining 12.6% reported more than 4-6 hours of leisure time per day.

Most youth (52.6%) had significantly more leisure time during the weekend than during the week, although 32.2% reported that they had about the same amount of leisure time throughout the week as on the weekend, and 7.4% had less leisure time on weekends. Generally, youth tended to do the same things during weekend leisure time as during the week, but they did more of it.

Figure 5-17

Average Hours Leisure Per Day

None		1 - 3 hours per day		4 - 6 hours per day		7 - 9 hours per day		10 or more hours per day		Total
N	%	N	%	N	%	N	%	N	%	N
20	4.1	130	26.9	272	56.3	61	12.6	0	-	483

Figure 5-18

Comparison of Amount of Leisure Time Available

During Weekends to that During Average Weekday

N=59

More Activity on Weekends		Less Activity on Weekends		Same		Other		No Information	
N	%	N	%	N	%	N	%	N	%
317	52.6	43	7.4	191	32.2	21	3.4	30	4.5

Figure 5-19

Most Frequent Location During Leisure Time Available

On Weeknights

Location	N	%
Home (1)	489	83.9
Church (2)	1	0.2
Friends in Community (3)	20	3.4
Community Civic Center (6)	4	0.7
School (7)	30	5.1
Entertainment Center (9)	21	3.6
Work (11)	18	3.1
TOTAL	583	100.

Residence

The majority of these youth (59.1%) were living with their parents with an additional 6.3% living with relatives. Twenty-one percent were living alone, with friends, or with their spouse, while the remainder were in various types of residence halls, i.e., university, nurses training, etc.

Interestingly, more boys than girls were still living at home, as were more dropouts than graduates. Urban students were not living at home to a greater extent than the rural students.

Figure 5-20

Place of Residence of Respondent at Time Questionnaire was Completed

Respondent Living With:	N	%
Married: Parent Home	5	.8
Married: Own Home or Apt.	50	8.3
Parents	358	59.1
Relatives	38	6.3
Friends	32	5.3
Alone	33	5.4
Institution or Home	16	2.6
University Residence	39	6.4
Other	31	5.1
No information	4	0.7
TOTAL	606	

PART VI

SPECIAL CATEGORIES OF YOUTH WITHIN THE DROP-OUT POPULATION

Special effort was made to generate new data which would throw light on the qualitative aspects of various groups of youth who have not completed school to supplement the quantitative analysis which constitutes the major aspect of this study.

However, this effort was significantly frustrated by a lack of funds for hiring interviewers for this aspect of the research, and the deadline on completion of data collection for this study by March 31, 1968. Because of the shortness of time and money, only fifty intensive interviews were obtained. Although these interviews offered interesting leads and promising tentative hypotheses, they did not provide adequate reliable information on the special groups which were being investigated. Therefore, any attempt to systematically analyze the interviews available was abandoned in favor of re-working, recoding, and re-analyzing the data presented earlier in the study. Therefore, it seems best to draw together some sketchy and impressionistic data from the interviews and to supplement this from some existing studies regarding the school and employment problems of groups of drop-outs who may stand in a special relationship to the schools and be in need of special services.

It must be stressed, reluctantly, that what is presented in this section is quite inadequate as a presentation of the concerns, needs, desires, problems, and conditions of Alberta youth who are unable to cope with the pressures and strains of their social world. Such information is urgently needed. The "Special Groups" to be studied were (1) middle class urban drop-outs, (2) middle-class rural drop-outs, (3) lower class urban drop-outs, (4) lower class rural drop-outs, and (5) drop-outs of native ancestry. The two middle class groups constitute

in reality, the source of most of the data presented heretofore. Since few responses on the questionnaire differed significantly on the basis of the rough rural-urban dichotomy employed, one can, with proper skepticism, treat these two groups (i.e., rural middle-class and urban middle-class) as having roughly equivalent experiences, especially in relation to school achievement, performance, and graduation. Additionally, since those returning the questionnaire basically represented the non-lower class youth, one could maintain that most of this report is indeed concerned with both urban and rural, middle and upper class youth.

Middle-Class Drop-outs

The middle-class drop-outs who were interviewed can be roughly divided into two groups: (1) those who felt they quit school because they didn't like it, were bored with it, etc., and quit as soon as they could obtain a "good" job, and (2) those who felt deeply alienated from the school in particular and society in general. The former group placed little value on "education", and generally felt they had enough education to "get by", particularly if they had experienced little difficulty in finding and holding suitable jobs. Girls who quit school around the 11th grade and were working as secretaries or technicians were particularly representative of this group. Boys seemed a little more dissatisfied than girls, and perhaps more interested in obtaining further training. In our sample they tended to have been out of school for a longer period of time.

The second group--the "alienated", "angry" group--reflected a strong verbal commitment to "education", but extreme bitterness toward the "school". Generally, they equated the school to a factory and felt teacher's were unconcerned, intolerant, and not "quite bright enough". This held true both in a tape recorded group discussion with a "hippie"

group in an Edmonton "Teen Centre" with approximately 30 youth including several from rural areas participating, with "loners" who were interviewed in various places.

In many ways, the perceptions of the school by these two groups were similar--the school was unattractive, boring, exam oriented, impersonal, etc. They tended to differ in that the "hippies" felt that this was consequential to them as persons, and reflected a malady of the larger social order, while the "workers" felt it was quite inconsequential, so long as they were free to quit, and the exercise of such freedom did not deprive them of the tangible benefits of that larger social order.

A third variant was observed in a few cases where the youth quit school "temporarily"--to "find myself", or to "decide what to do with my future". In these cases, the school was seen as irrelevant to the dominant concerns of life, but no displeasure with the school was evidenced.

Lower Class Drop-Outs

Lower class drop-outs not of native ancestry are grossly under-represented both in the interviews, and in the questionnaire returns. Because of this, only brief mention will be made of the lower class "interviewees". They tended to leave school early (Grades 7 - 8), have difficulty finding employment (although using various methods such as newspapers, and Canada Manpower), and to be eager for counselling help and vocational training. They felt unable to compete and showed some signs of being incapable of coping with the demands of unyielding social order. Males in this category often went north in summer to work and spent their winters in Edmonton at the Manpower Office. The girls went on welfare or prostitution.

Drop-Outs of Native Ancestry

It has been documented many times over that the school, as conceived by the white-man, has not only failed to help the "natives", but in some cases debilitates them and renders them dependent and unsure. Often it imprints upon them indelibly the stamp of failure. This seemed to be true in the U.S. in the 30's (Erickson, Childhood & Society), in Alberta in 1963 (A. D. Fisher, "Education and Social Progress" in Alberta Journal of Educational Research, December, 1966, and in the N.W.T. (King, The School of Mopass, 1965). Parenthetically it should be stressed that Jules Henry, E. Friedenberg, P. Good, J. Holt, and others make the same charges against the school in its relation to white, middle-class children.

At present, approximately 50% of all Indians attending school in Alberta are attending Provincial schools. Of these, approximately 5% graduate. (A. D. Fisher, Graduation as a Status Passage, to be published).

On the other hand, most Metis children attending school attend Provincial schools, with similar results in terms of graduation (K. & J. Hatt, The Metis People of Lac La Biche, 1967). In both cases, (i.e. Indian & Metis), it is shown that the Native children score slightly lower than others in first grade testing, but that this difference increases appreciably through the school years. The vast majority of native youth learn little in school, and quit as soon as they legally are allowed to. For those who do learn, and are able to pass the 9th Grade exam, the strongest tendency is still to drop out as soon as possible, (Hatt, ibid).

However, beyond these facts which are common currency in the bank of educational critics, there are still large gaps in knowledge about (1) why Indians & Metis peoples abandon the school?, (2) what happens to them subsequently?, and (3) what difference would staying in

school longer make in terms of what happens subsequently?

The Indian and Metis persons interviewed in the present study had particularly grim biographies. Briefly, their school "careers" led to experiencing prejudice and discrimination, conflict, and failure. All felt that school work was "too hard for me". Most got along better with other students than teachers. All were truant--most were extensively truant. All indicated they were truant because they didn't want to go to school, rather than because they had something more interesting, exciting, or profitable to do. However, all indicated they would return to school and graduate if they could--which was not true for all of the middle-class drop-outs.

Five had had extensive involvements with the courts, which they felt they could have avoided if they had got "decent work". Several grew up in rural areas but had since moved to cities "in order to get work".

Summary Discussion

Middle-class drop-outs comprise the modal group for this entire study, but selected interviewing reveals large differences among middle-class drop-outs. Some evidence indicates that the rural-urban difference for this group are not great.

Lower class drop-outs not of native ancestry are not well covered in this study, in the intensive interviews, or in other available sources.

Over 90% of all students of native ancestry in Alberta schools drop out. They experience difficulties subsequently which seem to be greater in complexity and magnitude than those encountered by any other group.

Summary of Findings

The criterion for dropping out produced little additional predictability with the inclusion of any of the independent variables for which data was obtained from the questionnaire. The level of formal education of the respondent's father, taken as an indicator of social class, was the most important independent variable in the questionnaire, showing statistically significant relationships with many indicators of school performance, ability, and achievement. However, this statistical significance must be interpreted in terms of the large number of cases in the sample. The coefficients of determination (the square of the correlation coefficient) showed that a relatively small amount of the variance in the criterion was explained by this index of social class.

The same held true when questionnaire data dealing with subject's satisfaction and perceptions of success in post high school performance were treated as dependent variables in relation to the independent variables describing school related performances, ability and progress. The relationship between school related variables and satisfaction, perception of success, etc. were not statistically significant. The strongest significant relationship was found between the ninth grade examination score and enrollment in some vocational training or educational institution other than high school. In addition, scores on ninth grade examinations, SCAT, the school leaving scale, etc. were negatively related to monthly income, as was being a student. Those who left school early were making more money and had been working longer than those who achieved more in the school.

The general pattern of relationships described above may be attributed to four factors:

(1) the biased source of data on post school leaving performance such that the more able respondents were overrepresented in the sample;

(2) the advantage early school leavers obtain in terms of having had more work experience and more time to locate good paying jobs, which would be a temporary advantage (an advantage which would soon fade);

(3) the fact that lower class early school leavers of low academic ability may actually obtain and hold better paying jobs than those of higher ability, who stay in school longer; or

(4) the fact that females stay in school longer, but are generally paid significantly less than are males.

Although no definitive statement can be made, the reported outcomes were no doubt affected by all of these factors. One might infer that the first factor listed was the most important, followed by the fourth and then the second, and the third mentioned being least important.

APPENDIX A

APPENDIX A

I. QUESTIONNAIRE MAILED TO ALL SUBJECTS

INFORMATION SHEET

NAME_____ CURRENT ADDRESS_____

FORM NUMBER_____ DATE OF BIRTH_____

FILL IN THIS SECTION ONLY IF R IS WORKING (including part time)

1. Presently working. Full time_____ Part time_____
2. Name of employer_____
3. Type of work_____
4. Approximate monthly income_____
5. Average number of weeks worked in past year_____

FILL IN THIS SECTION ONLY IF R ARE PRESENTLY IN SCHOOL

6. Attending school: Full time _____ Part time _____
7. Name of School (Including Vocational Schools)_____
8. Course of study_____
9. Length of time until graduation_____years.

FILL IN THIS SECTION IF R IS NEITHER WORKING NOR ATTENDING SCHOOL

10. Check as many of the following reasons as apply which explain why R are not working.

a. Can't find a job _____
b. Don't want to _____
c. Married woman (don't need to) _____
d. Don't want jobs I can find _____
e. Lack of education _____
f. Have to stay home and help out _____
g. Lack of proper training _____
h. Discrimination and prejudice against me _____
i. Too young _____
j. No transportation _____
k. Other reasons (please describe) _____

ASK ALL OF THE FOLLOWING QUESTIONS
(However, any questions which R feels are purely personal should not be answered)

11. What is the last grade in school which you completed?_____

12. At what school did you complete that last grade?_____

13. What was the last grade in school completed by:

Your father_____ Your mother_____

14. Father's occupation_____

15. Mother's occupation_____

16. Are you presently:

Married_____ Single_____ Separated_____

Divorced_____ Remarried_____ Widowed_____

17. With whom are you presently living?

My family and my parents or spouse's parents_____(if married)

My family_____(if married) Relatives_____ Friends_ __

My parents_____ In Institute of Home_____ Other_____

18. Do you now, or have you in the past, found it necessary to look for jobs?

Yes_____ No_____

IF YES

How did you usually try to locate a job? (Check all that apply)

Talk to friends for help or leads_____

Read the "want-ads" in the newspaper_____

Go to the Canada Manpower Office_____

Just go out and look around_____

Talk to the school counselor_____

Other (please describe)_____

IF NO

Why not?

People asked me to come to work for them_____

Never wanted to work_____

Never had to work_____

Other (Please describe)_____

19. From Monday through Friday, how many hours per day do you find to do just as you please? _____hours

20. What do you do to fill in this spare time?

a._____

b._____

c._____

21. How does this change on weekends?

_____

_____

22. If someone wanted to talk to you on a week night, where would you most likely be found?

_____

23. Have there been times since leaving school when you would really like to have talked to a counselor about some problem?

Yes_____ No_____ Still in School_____

If yes, were you able to find a counselor to talk with? Yes_____No_____

24. In your own view, what sort of things do persons your age need which are not being provided in your community? (This includes things you may have needed in the past, such as help getting jobs, activities, etc.)

_____

_____

_____

_____

25. Please describe briefly what success means to you. What things would you include in the best life that you can imagine, <u>for yourself.</u>

26. Now describe briefly what failure means to you. What would <u>your life</u> be like if you were a failure?

Considering the "best life" for you as being worth a "9", and the worst life as being worth a "1", please rate yourself below on how your life is related to the best and worst that you can think of. Circle the number which tells your rating.

	Best Life								Worst Life
a. Your life right now	9	8	7	6	5	4	3	2	1
b. Your life two years ago	9	8	7	6	5	4	3	2	1
c. Where you hope to be in two years	9	8	7	6	5	4	3	2	1
d. Where you probably will be in two years	9	8	7	6	5	4	3	2	1

27. This question should be answered only if R has been out of school for at least a month, and does not plan to return to school in the near future.

Please circle the number below which indicates how you feel about your present job, or if unemployed, how you felt about your last job. A "1" is the lowest rating, a "5" is the highest rating, and a "3" is in-between.

	Very high Very much				Very low Very little
a. How I like my present job	5	4	3	2	1
b. My chances for promotion	5	4	3	2	1
c. My chances of getting a better job	5	4	3	2	1
d. My chances of being fired or laid off	5	4	3	2	1
e. How much I would like to get a better job	5	4	3	2	1

APPENDIX A

II. LETTER WHICH ACCOMPANIED INITIAL MAILING OF QUESTIONNAIRE

Dear

We need your help! The Department of Youth is a new part of the Alberta Government and is quite interested in developing new programs based upon what the young people in Alberta need and want. In order to do this, we have selected at random 1,000 persons from among the 20,000 who were enrolled in the 9th grade in Alberta's schools during the 1963-64 school year. We need you to fill out and return the enclosed information sheet, since the manner in which your name was selected means that you actually represent nineteen other persons from your 9th grade class.

<u>You can help us</u> by completing the enclosed form and returning it in the stamped and addressed envelope as soon as possible. The information you give is strictly confidential; that is, it will never be known who gave what answers to what questions since your name will not be on the questionnaire.

If for some reason you do not wish to fill out the form, this is certainly your privilege. However, it would be appreciated if you would <u>return the form, even if you do not fill it out.</u>

The Youth Department sincerely believes that the information we gather from these forms will be of help in conducting an efficient and productive program for the youth of Alberta. Your cooperation is needed and will be most sincerely appreicated.

Thank you,

Robert H. Hughes
Professor of Sociology for the
Research Branch of the
Department of Youth

APPENDIX A

III. LETTER WHICH ACCOMPANIED THIRD MAILING OF QUESTIONNAIRE

Young Albertan:

This letter is to remind you of our request to return the information sheet which we mailed to you some time ago. If yours has already been returned, please excuse us, and ignore this reminder.

Although most persons have cooperated in this, there are still many who have not returned the information sheet. We have enclosed another form along with another stamped and addressed envelope, just in case you have misplaced or lost the first one we sent out.

In order for our study to be completely accurate, the maximum number of persons selected for this study must cooperate with us. We realize that it takes some of your time and energy to fill out the form and return it. However, we sincerely feel that it is necessary for you to do so if we are to obtain the necessary information on which to plan and structure youth programs in this Province.

Thanking you in advance, I am

Respectfully yours,

Robert H. Hughes

APPENDIX A

IV. INTERVIEW SCHEDULE FOR INTENSIVE INTERVIEWS

INTERVIEW SCHEDULE #2

Depth Interview

D. NO._____ Current Address _____

SCHOOL

1. When was the last time you attended school? Month_____Year_____

2. What grade were you in at that time?_____or between _____&____grds.

3. Had you ever quit school before this and then decide to try again?

   Yes_____ No_____ How many times?_____

4. In what program were you last enrolled?_____

5. Would you have quit sooner if you could have? Yes_____ No_____

6. How old were you when you quit?_____

7. What would you say were the chief things wrong with the school, at least for you?

   a._____

   b._____

   c._____

   d._____

8. From your point of view, what were the main reasons why you left school when you did?

   a.

   b.

   c.

   d.

9. In general how did you get along at school with

a. the teachers:	Very well____	All right____	Not very well___	Poorly___
b. the administrators:	Very well____	All right____	Not very well___	Poorly___
c. the other students:	Very well____	All right____	Not very well___	Poorly___

10. Did this change any through the grades? Yes_____ No_____

11. If so, when did the change occur?_____

12. Before you quit school, did you used to be truant?

Never_____ Once or twice_____ Sometimes_____ Often ___

(Remainder of this question applies only to those who were truant)

12a. What did you most often do when skipping school?

1._____

2._____

3._____

12b. Where did you usually go or "hang out"?

1._____

2._____

3._____

12c. Did you generally skip school

alone_____ one friend_____ 2-4 friends_____ 5 or more friends_____

12d. Was it pretty hard to find things to do when skipping school?

Yes_____ No_____

12e. Did you generally skip because there was something else you really wanted to do besides going to school_____or because you really just didn't want to go to school?_____

13. In general, how do you feel most teachers thought about you?

14. How did this make you feel?

15. Were there any particular teachers who treated you differently?

16. Were you in_____or out_____of the popular crowd?

18. Did this matter much to you at the time?

much_____ some_____ slightly_____ not at all_____

19. In making up your mind about quitting school, did you talk it over with? What did they say?

Friends Yes_____ No_____

School Counselor Yes_____ No_____

Mother Yes_____ No_____

Brother/Sister Yes_____ No_____

Someone else Yes_____ No_____

20. Do you think that anyone could have said anything at that time which would have changed your mind? Yes_____ No_____ Undecided_____

21. If yes, who_____could have said what?

If no, or undecided, why not?

Attributes at School Leaving

Friends

1. At the time you left school, what were most of your friends doing?

Quit school at same time you did_____

Quit school before you did, working_____

Quit school before you did, not working_____

Quit school and enrolled in NAIT/SAIT_____

Quit school, enrolled in trade school or apprentice program_____

Were still in school, not thinking of quitting_____

Were still in school, but talking about quitting_____

Quit soon after I did_____

Don't know, didn't discuss it, no friends_____

Other (specify)_____

Marital Status

2. Married_____ Engaged_____ Going steady_____ None_____

3. With whom were you living when you left school?

Natural mother and father_____

Father only_____

Mother only_____

Father/step mother_____

Mother/step father_____

Other relative_____

Alone_____

With wife/husband_____

With friends_____

Other (specify)_____

4. What was the financial situation at home?

5. Father: Working Yes_____ No_____ Monthly Income_____

6. Mother: Working Yes_____ No_____ Monthly Income_____

7. On welfare, social insurance, or public assistance: Yes_____ No_____

Monthly allotment_____

8. Other persons in family working: Yes_____ No_____ Mth. Amt. ___ _

9. Number of persons in home supported:_____

10. Number of rooms in house:_____

Work

11. Were you working at the time you left school? Yes_____ No_____

If yes: Part time_____ Full time_____ Rate of pay_____

Employer_____ Job_____

How long had you held this job?_____weeks.

Had you held jobs prior to this one? Yes_____ No_____

How many?_____

12. At the time you left school, did you have a full time job, or the promise of one? Yes_____ No_____

If Yes

Employer	Type of Work	Rate of Pay/mo.
_____	_____	_____

If No

Did you believe you would be able to get one?

For sure_____

Pretty sure_____

Didn't know, but hoped so_____

Didn't think I could get one_____

Do you want a job? Definitely yes_____ Definitely no_____

Undecided_____

Trouble

13. Were you ever encouraged to leave school by any school person or authority?

Yes_____ No_____

If Yes

Who asked you?_____

Why?_____

14. Were you ever expelled or suspended from school? Yes_____ No____

15. Did you get along about the same in all school classes? Discuss differences.

16. Up until the time you left school, had you ever been arrested?

Yes_____(number of times)_____ No_____

If Yes

Date	Offense	Disposition
_____	_____	_____
_____	_____	_____

17. Did this legal trouble have anything to do with your leaving school?

Yes_____ No_____

If yes

What and how?_____

If no

Why not?

Financial Management

18. At the time you left school, were you in debt? Yes_____ No_____

19. For what? Amount?

a. _____ _____

b. _____ _____

c. _____ _____

If no:

d. Did you own a car? Yes_____ No_____

e. Did you own a motorcycle? Yes_____ No_____

f. Operating expenses per month_____

Leisure

20. At the time you left school, where were you spending most of your spare time?_____

21. With whom?_____;_____;_____

22. What were your chief activities in your spare time?

_____

_____

_____

23. Looking back, what sort of thing(s) did you need most at the time you quit school, and shortly thereafter?

(Leisure time activities, a job, counseling, help with family problems, etc.)

24. What factors do you think were the main reasons for your not finishing school?

(Let respondent name them for himself, in order of importance. After he gives his reasons ask specifically about the items below)

a._____ (most important reason)

b._____ (second most important)

c._____ (third most important)

d. Accepted into trade or craft union: Yes_____ No_____

e. Accepted in vocational training school or program: Yes_____ No_____

f. School work too hard: Yes_____ No_____

g. School work too easy: Yes_____ No_____

h. School work too boring: Yes_____ No_____

i. Had good job offer: Yes_____ No_____

j. Financial problems: Yes_____ No_____

k. 9th or 12th grade exam: Yes_____ No_____

l. Knew I would fail 9th or 12th grade exam: Yes_____ No_____

m. Too far behind in school work: Yes_____ No_____

n. Couldn't get along with teachers: Yes_____ No_____

o. Couldn't get along with other students: Yes_____ No_____

p. Wanted to get married: Yes_____ No_____

q. Had to get married: Yes_____ No_____

r. Family problem: Yes_____ No_____

s. Reached legal school age: Yes_____ No_____

Now, is there anything you would like to tell us about how you felt about school that hasn't been covered yet? (What was good about it, bad about it, and why you left?)

If you had it all to do over again, would you want to stay in school longer?

Yes_____ No_____

How much longer?_____grades or until graduation?_____

If yes: What sort of things could help you stay in school?
Perhaps things that would have helped you stay in school before, had they been present?

If no: Why not? (In detail)

What are your current wishes about getting more education? (Would you return if you could, what sort of education do you want, why, etc.?)

INTERVIEW SCHEDULE #3

Role Performance Inventory

Work History Since Leaving School

	First Job	Second Job	Third Job
1. Employer			
2. Job			
3. Rate of Pay (per week)			
4. Dates of Employment			
5. Ave. days work per week			
6. Ave. weeks work per month			
7. How was this job obtained?			
8. Why and how was it lost?			

	Fourth Job	Fifth Job	Sixth Job
1. Employer			
2. Job (What you did?)			
3. Rate of pay per week			
4. Dates of Employment			
5. Average No. days/week			
6. How was the job obtained?			
7. Why and how was it lost?			

9. Do you feel that you have any sort of problem in relation to your work, or lack of it? Yes _____ No _____

9a. If yes, how would you describe this problem?

9b. Has it gotten better or worse as you have grown older?

. Family Relations

10. How often have you moved during the time since you left school?____times.

a. Living at_____from_____to_____then moved to

b. _____from_____to_____then moved to

c. _____from_____to_____then moved to

d. from to .

11. With whom were you living at each of the above?

a.

b.

c.

d.

12. Are you married? Yes_____ No_____ Divorced _____ Separated ____

12a. If yes - How long have you been married?_____years.

12b. Do you have any children? Number_____

12c. Where did you meet your wife/husband?_____

12d. If divorced or separated - How long did you stay married?_____years.

12e. How would you describe the chief cause of the break-up of the marriage?

13. Have your relationships with your parents changed much over the past few years?

_____Yes _____No

13a. If yes, describe how they were before.

13b. How they have changed.

13c. Why do you think they have changed.

13d. If no, describe them as they have been.

13e. Why they have been this way.

13f. Why they haven't changed.

14. Are you making enough money to support your family/yourself? Yes____No____

15. In general, can you see any way in which dropping out of school has effected your relationship to your family? Yes_____ No_____

If yes, How? (as much detail as possible)

Friends Leisure Time

16. What do you consider to be the most important qualities in a friend?

a._____ c._____

b._____ d._____

17. How do you go about finding friends like this?

18. How many friends like this have you made since leaving school?

Number?_____

19. Could you describe a typical day for you:

a. At the time you just quit school (shortly thereafter)?

	Weekday	Saturday	Sunday
A.M.			
P.M.			
EVE.			

b. At the present time?

	Weekday	Saturday	Sunday
A.M.			
P.M.			
EVE.			

20. How do you account for the differences between the two patterns you have just described - that is why do you spend your time differently now than you did when leaving school?

Trouble

21. Legal

Have you been arrested since leaving school? Yes_____ No_____

(include traffic offenses)

	Date	Offense	With whom	Disposition
a.				
b.				
c.				
d.				

22. Financial

Since leaving school, have there been times when you just didn't have enough money to get by? Yes_____ No_____

Date	Situation	How resolved?
a.		
b.		
c.		
d.		

23. When you are really short of money, how do you usually solve this problem?

Borrow from friends_____
Borrow from loan company_____
Borrow from bank_____
Borrow from family_____
Receive gift from family_____
Receive gift from friend_____
Sell or pawn things_____
Sell things to sell or pawn_____
Steal money_____
Steal the things you need the money for_____
Other (specify)_____

24. When you have had a serious problem, have you generally been able to find someone to talk it over with?

Yes_____ No_____ No Serious Problems_____

24a. If yes: Who do you generally talk things over with? (Note: Get role context of help, i.e., friend, counselor, parent, brother/sister, etc.)

1._____ 2._____ 3._____

24b. Have these persons generally helped in solving the problem?

Yes_____ No_____

25. Could you give one example of when you have had a problem and needed help? What was the problem, did you try to find help, how, successful, unsuccessful, outcomes?

26. Could you describe how you usually go about getting a job? Who do you talk to, where do you get leads (hear about openings), how you apply, etc?

27 Can you think of specific ways that someone could have helped you in the past which would have been appreciated, which would have made life a little better for you now?

APPENDIX A

SUMMARY TABLE

V. QUESTIONNAIRE RESPONSE BY ALL INDEPENDENT VARIABLES

PERCENT BY ROWS N = 1049

		No. Quest. Sent	Quest. Ret. by P.O.	Quest. Not Returned	Quest. Ret. Completed	Percent of Total Sample
		9.8%	4.2%	28.6%	57.5%	100.0%
	Male	11.6	4.6	28.1	55.7	50.2
	Female	7.9	3.8	29.0	59.3	49.8
High	None	34.0	3.1	34.5	28.4	18.7
1	1-29	13.5	5.4	35.1	45.9	3.6
ts	30-69	12.8	4.3	42.7	40.2	15.8
	70-84	5.4	9.0	30.6	55.0	10.7
	90-99	-	3.0	23.8	71.3	9.7
	100 +	-	3.2	21.5	74.8	41.6
Grade	None/NI	44.8	2.6	28.9	23.7	21.8
am	General	-	4.8	34.9	60.2	15.8
	Matric.	-	4.8	23.4	71.7	41.5
	Vocational	-	1.6	37.1	61.3	5.9
	Business	-	5.1	33.1	61.8	15.0
ne-Ninth (Lowest)	1	N/I	6.2	40.6	53.9	3.1
Exam:	2	-	-	62.1	37.9	2.8
	3	-	4.6	37.1	58.3	14.4
	4	-	3.4	38.1	58.5	16.8
	5	-	4.2	32.8	63.0	18.0
	6	-	6.4	28.5	65.1	16.4
	7	-	6.5	16.1	77.4	8.9
	8	-	1.8	19.3	78.9	5.4
	9	-	5.3	15.8	78.9	3.6
vement	Honors	-	2.4	21.7	75.9	7.9
g:	Pass	-	4.7	31.0	64.3	71.4
	Fair	-	8.2	42.9	49.0	4.7
	Fail	-	5.9	49.0	45.1	4.9

APPENDIX A - V
(continued)

		No. Quest. Sent	Quest. Ret. by P.O.	Quest. Not Returned	Quest. Ret. Completed	Percent of Total Sample
elopment	Very Satis.	-	3.8	20.3	75.9	15.1
ing:	Satis.	-	5.1	32.9	62.1	69.7
	Unsatis.	-	2.4	56.1	41.5	3.9
blastic Aptitude	0-9	7.6	2.5	32.9	57.0	8.1
t: Percentile	10-19	3.7	3.7	35.5	57.0	11.0
	20-29	10.8	8.4	34.9	45.8	8.5
	30-39	4.2	1.7	35.6	58.5	12.1
	40-49	2.7	5.5	39.1	52.7	11.3
	50-59	1.3	3.8	26.9	67.9	8.0
	60-69	1.9	4.6	25.0	68.5	11.1
	70-79	4.6	3.7	26.9	64.8	11.1
	80-89	3.1	6.1	25.5	65.3	10.1
	90-99	0.0	4.8	21.4	73.8	8.6
Grade	Very Poor	-	9.8	56.9	33.3	4.9
ndance	Poor	-	1.4	42.9	55.7	6.7
	Good	-	3.5	32.3	64.2	24.9
	Average	-	4.7	27.5	67.8	46.7
	Excellent	-	7.8	29.7	62.5	6.1
ating 9th	Yes	-	4.8	38.1	57.1	10.0
e at time	No	10.8	4.1	27.6	57.4	90.0
tudy						
in Grade 9:	12	-	-	42.9	57.1	.7
	13	4.3	5.0	23.0	67.7	15.7
	14	3.3	4.6	31.3	60.8	53.3
	15	6.0	4.4	31.9	57.7	17.8
	16	3.2	4.8	38.7	53.2	6.0
ol Geography:	Urban	15.1	4.4	30.2	50.3	44.6
	Rural	4.6	4.4	26.8	64.3	56.4

APPENDIX A

VI. DISCUSSION OF CHARACTERISTICS OF THOSE WHO RETURNED QUESTIONNAIRE VS. THOSE WHO DID NOT

Questionnaires were mailed to 943 of the 1049 persons selected as the sample for this study. Addresses could not be located for the remaining 106 students in the sample for various reasons: 33 or 3.2% had officially discontinued school attendance and no card containing their address had ever been filled out; data cards for 34 (3.2%) students who were dropouts were located too late to be included in the mailings of the questionnaire, and the remaining 35 (3.3%) were assumed to have dropped out since they had enrolled in the ninth grade, but no information concerning their attendance and performance, e.g. SCAT scores or 9th Grade Examinations had been received or recorded by the Provincial Office of Education.

Of the 943 questionnaires mailed, 611 (66%) were completed and returned by the youth selected, 44 (5%) were returned by the post office as "undeliverable" or "not forwardable", and 288 (29%) were assumed to have reached the subject, but he did not respond to the three requests made for its completion and return.

Before analyzing the data obtained upon the questionnaires it is necessary to compare those youth who received and returned the questionnaire to those who:

(a) did not receive it and

(b) received it but did not return it, so that any biases in the responses may be noted and taken into account.

Respondents

Those who received and returned the questionnaire varied significantly on every variable except one from those who received and did not return the questionnaire. The one exception was the sex of the respondent, where 55.7% of the males and 59.3% of the females received and returned the questionnaires, while 38.1% of the males and 29.0% of the females received, but did not return them. Thus,

although females tended to respond proportionately more than males, it was not a significant tendency (Chi-Square 5.003, df=4, p. $\leq$ 0.28). Those who returned the questionnaires varied from those who did not in the following ways.

(1) Geographic Area: The percentage of those living in urban areas who returned the questionnaire (50.3%) was significantly less than the percentage of those living in rural areas who returned the questionnaire (63%). In addition, the urban student was more likely to have been omitted from the sample because his address was unavailable, (11.6% urban to 2.2% for rural).

(2) Age: Students who were 15 years of age or more in September, 1963 (9th grade enrollment) responded proportionately less frequently than did those who were 14 years of age or less at t h a t time (55.4% and 64.3% respectively). There was no difference in age between those who received the questionnaire and those who did not.

(3) Ninth Grade Repeaters: The rate of return of the questionnaires was the same for youth who were repeating the 9th grade in 1963-64 and those who were not - 57.1% and 57.4% respectively. However, 38.1% of the "repeaters" received the questionnaires and failed to return them, while only 27.6% of the "non-repeaters" did. This difference does not reflect a bias in the sample, except that addresses were available for all identified "repeaters".

(4) Attendance: The better the student's attendance in the 9th grade, the more likely it was that he would return the completed questionnaire. For those attending 170 days or more the rate of returned questionnaires was 64.8%, while for those attending less than 170 days the return rate was 44.9%. (For those attending less than 160 days, the return rate was 33.3%, the received and not returned rate 56.9%, and those returned by the post office 9.8%).

(5) Developmental Rating: The rate of returned questionnaires for students rated as "very satisfactory" in personal development, and health in the 9th grade was 75.9% (20.3% - received and not returned); for those rated "satisfactory", 62.1% returned the questionnaire while 32.9% received it and did not return it; for those rated "unsatisfactory", 41.5% returned the questionnaire while 56.1% received it but did not return it.

(6) Achievement Ratings: The same relationship was evident between achievement and questionnaire response; those rated "honors" returned the questionnaire at the rate of 75.9%, while the rate for those rated as failure was 45.1%.

(7) Ninth Grade Examination Scores: The higher the grade on the ninth grade examination, the more likely was the return of the questionnaire. For those students in the highest stanine, the return rate was 78.9%, and the received and not returned rate was 17.6%. For those in the lowest two stanines, the corresponding rates were 45.5% and 51.3%. There was consistent progression in the percentage of returned questionnaires from the lowest to the highest stanines.

(8) Tenth Grade Program: Seventy-one percent of those enrolled in the matriculation program in the tenth grade returned the questionnaires. This was significantly greater than the percentage of those in any of the other three programs, for whom the average return rate was 61.1%.

(9) Total Credits: There was a sharp break in the return rate between those who had 90 credits or more (a 71.3% or better return rate) and those with 70 to 90 credits (a rate of 55%). This proportion decreased steadily to those with less than 30 credits who returned the questionnaire at a rate of 45.9%.

Summary

Those students who returned the questionnaire tended to be the "better students" in the sample. They were characterized by better school performance, greater mental abilities, more credits earned, better school adjustment, etc. This clearly indicates that there is some bias in the data obtained from the questionnaires, and it will have to be accounted for and controlled in their analysis.

APPENDIX B

APPENDIX B

FREQUENCIES AND PERCENTS FOR VARIABLES
IN PART III OF REPORT

TABLE B-I

STUDENTS REPEATING NINTH GRADE

	No.	%
Not repeating	942	89.82
Repeating	105	10.00
No Information	2	.18
Total	1049	100.00

TABLE B-II

PERSONAL DEVELOPMENT RATING

	No.	%
Incomplete Return	116	11.07
Very Satisfactory	158	15.09
Satisfactory	730	69.75
Unsatisfactory	41	3.91
No Information	2	.18
Total	1047	100.00

TABLE B-III

STUDENT ACHIEVEMENT RATING

	No.	%
Incomplete Return	114	10.88
Honors	83	7.92
Pass	748	71.47
Fair	49	4.68
Failure	51	4.87
No Information	4	.18
Total	1049	100.00

TABLE B-IV

STANINE PLACEMENT: NINTH GRADE DEPARTMENTAL EXAMINATIONS - TOTAL PLACEMENT

Stanine	No.	%
No Information	110	10.31
1	32	3.05
2	29	2.76
3	151	14.42
4	177	16.78
5	189	18.05
6	172	16.42
7	93	8.88
8	58	5.53
9	38	3.62
	1047	100.00

TABLE B-V

TYPE OF HIGH SCHOOL PROGRAM INDICATED BY ENROLLMENT PATTERN IN 10th GRADE

Type of Program	No.	%
No Information	226	21.58
General	166	15.85
Matriculation	435	41.57
Vocational	62	5.92
Business	157	14.99
	1047	100.00

TABLE B-VI

NUMBER OF YEARS ATTENDANCE AT AN ALBERTA HIGH SCHOOL

Years	No.	%
None	233	22.21
1 year	88	8.38
2 years	110	10.48
3 years	616	58.74
	1047	100.00

APPENDIX C

APPENDIX C

I. CONTINUING EDUCATION

Estimating Additional Graduates

All of those who had not received a diploma cannot be considered to have dropped out, or "given up" in terms of obtaining one. Many reported being enrolled in continuing education, as demonstrated in Table C-I.

TABLE C-I

HIGH SCHOOL CREDITS BY CONTINUING EDUCATION

N=1049	Continuing Education			
	Yes		No	
	N	%	N	%
High School Credits				
None to 30 credits	1	.5	197	99.5
31 to 70 credits	21	12.8	141	87.2
71 to 90 credits	32	28.8	79	71.2
91 to 99 credits	51	50.5	50	49.5
100 credits or more	71	16.4	357	82.6
Total	176	17.0	824	83
Information Not Available	45 or 4.2%			

The most significant aspect of Table C-I, other than the indication that 17% of all subjects were enrolled in continuing education, was that of those with 100 credits or more, 71 of 432 were enrolled in continuing education while only 38 in this category failed to graduate. Therefore, the maximum number of those with 100 credits or more who could obtain a diploma through continuing education would be 38, with 33 diploma holders enrolled in continuing education, probably "general diploma" holders who are pursuing a matriculation certificate.

The implications of enrollment in continuing education for assessing the percentage who complete school are ambiguous. At one extreme it could be assumed that all those enrolled in continuing education who have not already graduated will do so, while the opposite assumption, that none will graduate, may be equally valid. In the former case, 143 students classified as drop-outs would be reclassified as graduates, increasing the graduation rate by 13.9%.

A more realistic estimate is obtained by dividing those enrolled in continuing education into those who have obtained 70 credits or more (fewest credits required for completion of eleventh grade) and those who have less than 70 credits, and arbitrarily assuming that all of the former will eventually graduate and all of the latter will not. This calculation would increase the rate of graduation by 11.6%.

APPENDIX C

II. ESTIMATING ADDITIONAL GRADUATES VIA MOVED OUT OF PROVINCE AND GRADUATED

This is an extremely difficult figure to assess for the total sample itself, although one can be confident of approaching a reliable estimate by comparing data from several secondary sources.

First, one could make the assumption that the number of students transferring into Alberta schools from schools outside the Province would equal the number of students leaving Alberta schools in order to complete their education outside the Province. Indeed, this is a conservative assumption since Alberta has been showing consistent gains in the net migration over the past several years. The number of students transferring into the Provincial schools in 1966 (Alberta Department of Education, Annual Report, 1966, p. 205) for all grades was 5,044, or 1.3% of the total school enrollment of 390,106 for that year. Assuming an equal distribution through the grades, one-third of this figure, or 0.4% would enter the Provincial school system each year, or over the four and one-half year of this study 1.8% would enter. Therefore, one estimate of the percentage of those not graduating from an Alberta high school because they have emigrated from the Province and graduated elsewhere is 1.8%.

A second estimate can be obtained by assuming that all questionnaires which were returned to the researcher as "not forwardable" or "incorrect address" represented youth who had moved out of the Province and graduated somewhere else. Of the 937 questionnaires mailed, 30 (for respondents with fewer than 100 credits) were returned by the post office as undeliverable. This means 3% may have left the Province and graduated elsewhere. However, this is undoubtedly high, because 5% of the returned questionnaires were from outside Alberta.

The third and final estimate can be derived from analyzing the thirty-two questionnaires of the total of 611 returned, which were returned by youth who were living outside the Province. Of these, 20 were listed in the original data as

graduates, because they had left the Province to attend a university, Bible College, or to obtain work. Three had obtained more education, two indicated they had graduated, and the remaining nine had obtained no more education.* Thus, of the 611 respondents who returned the questionnaires, thirty-two (5.2%) did so from outside the Province of Alberta. However, only 271 of those returning the questionnaire were listed as dropouts, so the most meaningful percentage becomes two out of 271 or 0.74%. That is, this many of the dropouts had left the Province and graduated.

*Note that using only the dropouts who returned the questionnaires from outside the Province (N-12), we find 12 of 611 or 1.8% leaving the Province during this four-year period - same percentage as found in estimate number one.

APPENDIX D

APPENDIX D

ESTIMATING ADDITIONAL DROPOUTS VIA SCHOOL LEAVING PRIOR TO NINTH GRADE ENROLLMENT

The primary source of additonal information not included in the main body of youth who left school before entering the ninth grade, and hence were omitted from the sample. The only data bearing on this problem are those contained in the annual report of the Alberta Department of Education. Two reports, 1963 and 1966 were consulted to secure information on young people who dropped out prior to the ninth grade. These data appear to be conservative (i.e. they tend to underestimate the number of dropouts) for two reasons:

(1) There is some feeling that dropout rates are declining yearly, especially very early dropouts.

(2) Only those dropouts occuring during the school year are reported. It is quite likely that an equal number decide not to return to school during the summer vacation period.

TABLE D - I

PUPILS LEAVING SCHOOL AT THE AGE OF FIFTEEN YEARS*

Grade in School	Number Leaving School at Fifteen		% of Enrollment of Grade	
	1963**	1966***	1963	1966
1	1	3	.00	.01
2	6	3	.02	.01
3	13	11	.04	.03
4	15	12	.05	.04
5	41	35	.14	.10
6	93	80	.33	.25
7	275	221	1.01	.70
8	649	503	2.54	1.73
9	930	765	3.70	2.77
igh School	738	713	1.42	1.10

*Source: Annual Report, Alberta Department of Education, Queen's Printer, 1963 and Ibid, 1966.

**School Year, 1962-63

***School Year, 1965-66

Table D - I demonstrates that both the number and percentage of youth leaving chool at age 15 declined during the three year interval. The relevant issue for his report is that in the 1962-63 school year, 4.13% of the students reached 15 ears of age and dropped out of school before enrolling in the ninth grade. In the 965-66 school year, this percentage was down by 0.31% to 3.82%. For the 1963-64 ear from which the sample was drawn, 4% will be used to estimate the number of youth eaving school before enrolling in the ninth grade.

APPENDIX E

APPENDIX E

SUMMARY OF ESTIMATES OF ADDITIONAL DROPOUTS AND GRADUATES

It is now possible to derive two estimates of the dropout rate for this sample, one optimistic (most likely to underestimate the actual dropout rate) and one pessimistic, (most likely to overestimate the dropout rate). Data analysis and comparisons in the report demonstrate that there is much evidence supporting the notion that the original dropout classifications as presented in Part III of the report are little changed by consideration of these factors.

TABLE E-I

OPTIMISTIC AND PESSIMISTIC ESTIMATES OF DROPOUT RATES

Optimistic

	Original Data		Continuing Education		Migration		Pre-Ninth Dropouts	Revised
Dropouts	61.1%	-	13.9	-	3%	+	4%	48.2%
Graduates	38.9%	+	13.9	+	3%	-	4%	51.8%

Pessimistic

Dropouts	61.1%	-	10.3%	+	.74%	-	8%	57.96%
Graduates	38.9%	+	10.3%	-	.74%	+	8%	42.04%